REPORT RESUMES

ED 020 242 UD 005 679

MEASUREMENT AND EVALUATION, 1966-67 (P.L. 89-10, TITLE I). ANNUAL REPORT.

BY- BARNES, EDWARD G.
GEORGIA STATE DEPT. OF EDUCATION, ATLANTA

PUB DATE 1 DEC 67
EDRS PRICE MF-$0.50 HC-$4.92 121P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM EVALUATION, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, STUDENT TESTING, READING ACHIEVEMENT, ACHIEVEMENT TESTS, ATTENDANCE, DROPOUT RATE, HIGHER EDUCATION, SPECIAL EDUCATION, PROGRAM COSTS, FOOD SERVICE, NUTRITION, STATISTICAL DATA, SUMMER PROGRAMS, READING PROGRAMS, TEACHER AIDES, TEST RESULTS, PROGRAM ADMINISTRATION, PRIVATE SCHOOLS, ANNUAL REPORTS, HANDICAPPED CHILDREN, GEORGIA, ESEA TITLE 1

IN THIS ANNUAL EVALUATION REPORT THE COMPENSATORY EDUCATION ACTIVITIES AND METHODS OF ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS IN GEORGIA ARE DESCRIBED ACCORDING TO THE FORMAT STIPULATED BY THE OFFICE OF EDUCATION. THE EXTENSIVE STATISTICAL DATA WHICH CONSTITUTE THE BULK OF THE REPORT GIVE ACHIEVEMENT TEST RESULTS, ATTENDANCE AND DROPOUT RATES, AND THE AMOUNT OF THE PARTICIPANTS' HIGHER EDUCATION. SPECIAL REPORTS, WHICH CONTAIN DATA, ARE PROVIDED ON SCHOOL FOOD SERVICES AND SPECIAL EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN. AMONG MAJOR ACHIEVEMENTS, IT IS REPORTED THAT READING PROGRAMS HAVE RAISED STUDENTS' ACHIEVEMENT LEVEL, THE USE OF TEACHER AIDES HAS BEEN EFFECTIVE, AND SUMMER SCHOOL PROGRAMS HAVE BEEN A SUCCESS. IT IS ALSO FELT THAT TITLE I EXPENDITURES ON EARLY CHILDHOOD EDUCATION HAVE ENCOURAGED THE INSTITUTION OF STATEWIDE PUBLIC KINDERGARTENS. (LB)

05679

ED020242

EVALUATION ON MEASUREMENT AND EVALUATION

1966-67

(P. L. 89-10, Title I)

UD 005 679

STATE DEPARTMENT OF EDUCATION
JACK P. NIX, SUPERINTENDENT
DECEMBER 1, 1967

2

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ANNUAL REPORT
ON MEASUREMENT AND EVALUATION
1966-67
(P. L. 89-10, Title I)

Prepared by:
Edward G. Barnes, Coordinator
Measurement and Evaluation

State Department of Education
Jack P. Nix, Superintendent
December 1, 1967

UD 005679

1966-67 ANNUAL REPORT
MEASUREMENT AND EVALUATION

Submitted to the Bureau of Elementary and Secondary Education of the United States Office of Education, Department of Health, Education and Welfare in response to:

> Section 205 (a) (5) and Section 206 (a) (3) of Public Law 89-10 and a letter request from the Bureau of Elementary and Secondary Education, dated August 14, 1967, as amended.

Date	Jack P. Nix Superintendent of Schools Georgia State Department of Education

TABLE OF CONTENTS

Section I: Major Achievements. 6

Section II: Description of Activities and Methods

A. SEA Services to LEA's. 6

B. Most Pressing Educational Needs. 7

C. Most Prevalent Project Objectives. 8

D. Title I Activities and Those of Other Federal Programs 9

E. Staff Development and Utilization. 13

F. **Involvement** of Non-Public School Children. 14

G. Programs Designed for Handicapped Children 16

Section III: Problems Resolved 18

Section IV: Exemplary Activities 19

TABULAR DATA

Appendix A

Pre Test and Post Test

Pre Test or Post Test

Appendix B

Attendance Data

Appendix C

Dropout Data

Appendix D

Continuing Graduate Data

Appendix E

Special Report on Programs for the Handicapped
(Under Separate Cover, December 15, 1967)

Appendix F

Special Report on Food Service Programs under Title I
~~(Under Separate Cover, December 15, 1967)~~

Appendix G

Representative LEA Sample Data
(Under Separate Cover, December 1, 1967)

SECTION I: MAJOR ACHIEVEMENTS

A. Approximately one eighth of the total monies spent for Title activities was spent for summer school activities. The achievements of Title I beneficiaries in summer school can be recognized in the pursuit of many schools in the State towards the twelve month school year. Subjectively the comparative analysis of the 63 Title I summer school projects in the State indicates that summer schools operated with a high gain in attitudes and achievement for Title participants. The institution of non-tuition summer programs and their subsequent acting force towards a twelve month school constitutes a major achievement.

B. Although kindergarten and pre-kindergarten education have been long recognized in Georgia as desirable, the impact of Title I monies on early education has been massive. LEA's have indicated the need for an early attack on educational problems and the need has centered on obvious gaps in the overall plan of public education in Georgia. Title I helped initiate--kindergarten programs in 1966-67. The evaluation of these programs and the impact of the LEA's on the State legislature has helped to cause a primary political pressure to institute public kindergartens in the State of Georgia.

C. The development of reading programs to raise the rate of achievement for the educationally disadvantaged-- Although supporting statistical data is insufficient to make a definitive and objective evaluation, the present gross statistical data does corroborate the subjective evaluations of teachers, administrators and students that the reading programs are achieving their objectives. The Atlanta City System "Lead Reading Teacher Program" indicates statistical significance in the rate of gain in achievement by Title I participants over a non-Title I participant control group. Generally pre and post test results on the California Achievement Test (most prevalently used test in Georgia) indicate gross gains in average raw scores and percentile ranks for all grades. These reading programs have also allowed for field testing of many different instructional methods, equipment and facilities towards the resolution of the problem of low rate achievement in reading for the educationally disadvantaged.

D. The incorporation of teacher aides as part of the school organization and teaching methods -There are rising expectations throughout the State for the utilization of teacher aides in effecting an implicit reduction in teacher load and in essence a reduction of the pupil/teacher ratio. Explicitly the use of teacher aides has reduced the pupil/adult ratio. Systems State-wide have lauded the use of teacher aides. Two systems in the State have done some definitive evaluations on Teacher aides-- Bibb County and Atlanta City systems. These two evaluations indicate that teacher aides are instrumental in positively affecting student achievement and attitude to a significant degree.

SECTION II: DESCRIPTION OF ACTIVITIES AND METHODS

A. SEA Services to LEA's

(1) Project Development

a. Proposal application--The SEA provides five Area Consultants who explain the SEA and OE minimum requirements and guidelines for projects to be funded. These consultants also act to disseminate information on evaluation and to help evaluate assistance in subject matter area program planning and evaluation.

b. Subject matter consultants--The SEA provides consultants in major subject matter areas such as mathematics, science, reading, art, elementary education, foreign language, social science, music, special media, health and physical education, food service, handicapped child, etc.

c. Ancillary services consultants--The SEA provides consultants in areas such as guidance, food services, social worker, accounting, etc.

(2) Project Evaluation: Although each subject matter area has provided, through requested consultation, evaluation information to the LEA's upon their request; the SEA provided the Unit on Measurement and Evaluation to coordinate the evaluation activities of the SEA, and to develop overall strategies for the evaluation of Title I programs. This unit also acted to disseminate information on testing, evaluation guidelines, promising educational practices, etc. The unit conducted regional meetings on evaluation guidelines and evaluation stategies for LEA's.

B. Most pressing Educational Needs: The five most pressing educational needs in the State have been determined in rank order to be:

(1) Over 85% of the educationally disadvantaged program participants read below the national norm indicated by pre and post test data on Title I participants; and by preference and support of a preponderance of administrators who have included reading activities in their Title I programs. The 1966-67 Title I program for the State of Georgia included 155 reading activities in 169 projects by 159 systems.

(2) One hundred nine activities for food service were included as part of the Georgia Title I program to attack the persistent need of the disadvantaged child's nutritional deficiencies. The inclusion of this service 109 times is an indication of need by opinion and action of administrators and local staff involved in the determination of needs of the educationally deprived. See Appendix.

(3) The inclusion of Physical Education activities in 79 Title I projects has indicated that culturally deprived students are in great need of activities that will make them more physically fit and will teach them habits of personal hygiene which will help to maintain better physical well being.

(4) Although it has been recognized that the educationally deprived have not had the "know how" to maintain themselves physically, it is well recognized that the deprived child has incurred physical defects by the time he is reached by a Title I program activity. Thus, a need has been for medical and dental services for the deprived child. Sixty medical service activities and 31 dental activities were included in 169 projects in 159 systems. The inclusion of these activities is an indication of their relative need.

(5) Almost all studies and rationales developed to support and justify project activities have indicated in some way that the disadvantaged child has lacked verbal experiences in his background. This particular need has been attacked by numerous methods. The methods have led to the introduction of a greater number of adult personnel into a closer relationship with the disadvantaged child, e.g. team teaching, social workers, librarians, guidance workers, special tutors, teacher aides, etc. The use of teacher aides by systems employing their services has been lauded specifically by the "migrant child" and the "neglected and delinquent child" programs. The Bibb County and Atlanta City systems have reported statistically significant results in the use of teacher aides as a means of positive increases in achievement and attitudes for the disadvantaged child.

C. Most Prevalent Project Objectives and most common Approaches in rank orders:

(1) To improve reading skills:
  a. Special reading classes with reading teachers.
  b. Reduction of pupil/teacher ratio.
  c. Special equipment and instructional aids including mobile labs.
  d. Additional library services.
  e. Teacher aides.

(2) To improve nutrition: this objective.....
  a. Free lunches, snacks and breakfast.
  b. Additional dietetic and cafeteria personnel.
  c. Cafeteria equipment.

(3) To improve physical well being.
  a. Physical education personnel.
  b. Physical education equipment.
  c. Recreational programs.

(4) To improve health.....
  a. Physical examinations and referral.
  b. Internal medicine and minor surgical treatments.
  c. Dental services.
  d. Extended cooperation with local departments of health.

(5) To improve skills in other areas:
  a. Additional teachers.
  b. Additional equipment and instructional materials.
  c. Addition of teacher aides.
  d. Addition of in-service training for staff members.

D. Title I Activities and Those of Other Federal Programs.

(1) Title II, III, IV and V interrelationships:

a. As in 1965-66 school year the greatest relationship between the Title I funds were used chiefly to supply personnel and facilities while Title II funds were used for the aquisition of books and other instructional materials, however; funds were used from both Titles to purchase books. There were 86 "Library Services" activities in 169 projects under the Title I program.

b. Joint planning between Title I and Title III did not generally occur. Specific instances of interrelationships are exampled by the Albany City and Washington County Systems. Albany's Title III provides an extensive plan for automated information handling and is presently keeping attendance data by optical scan sheets and the system will provide better information retrieval for Title I evaluations. The Washington County System's Title III provided testing for several surrounding counties whereby an attitude, experiences survey and reading tests were used to screen thousands of students; which supplied Title I evaluators with "baseline" data.

c. The interrelationship of Title I and Title IV were minimal. The SEL has conducted several conferences to which Title I personnel have been invited on a selective basis. An SEL program was conducted in Ft. Lauderdale, Florida on the migrant child which some Title I administrators attended. The SEL conducted a program on evaluation in Gainesville, Florida for Title I evaluators.

The SEL in the Atlanta office work with the Regional Curriculum Laboratories (Title V funded) logistically and the Regional Curriculum Laboratories in turn worked with some systems using Title I funds. Specifically with Bibb County on the development of a course to develop "critical thinking."

d. Title I and Title V were specifically interrelated in Georgia in that Title V provided State department personnel who then acted as consultants to LEA's on Title I activities. Title V also provided E. D. P. services which have provided computer facilities on such items as Title I food service activity surveys for the SEA with subsequent reports to LEA's having food service activities. The E. D. P. Unit is an SEA staff service function.

e. Many systems have interrelated and coordinated the testing of Title I participants with Title VA of NDEA funds for testing. The coordination of the testing has resulted in more expansive testing programs in some cases and/or a release of funds normally used for testing to be utilized for other priority established needs.

(2) U. S. Department of Agriculture Food Program--The Paulding County System has had food demonstration personnel go into homes of Title I participants to demonstrate how to use surplus commodity foods. However; the coordination of these two programs is negligible and formal integration of the two programs has not occurred.

(3) Community Action Agencies.

a. Included in its Part II, Project Application, each school system must describe its cooperation with the Community Action Agency in the development of the project. It must also include a statement of Community Action Agency review of the project if a local Community Action Program is operating in the given community.

Agreements have been entered into between officials of the State Department of Education and the State Department of Family and Children Services to establish procedures for coordinating their efforts under the provisions of the Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965. These agreements include requirements for cooperative planning at the local level by the persons most closely associated with the administration of the two Acts. Representatives of each Department have attended numerous conferences of the other Department as participants.

In the event that a satisfactory "Statement by Community Action Agency" is not received with a Title I project application, the agreement which has been worked out between the Office of Education and the officials of the Office of Economic Opportunity will be put into effect.

The State Technical Assistance Officer is in the State Department of Family and Children Services.

b. When an approved Community Action Program was in effect in a given community, the LEA was required to contact the CAA for joint planning and/or discussion of the proposed Title I project. The CAA provided a letter (attached to the Title I project application) stating that there was no overlapping or duplication of efforts in the projects of the two agencies and that the CAA endorsed the Title I proposal. The two programs reinforced each other in several ways. The following examples are in quotes:

(a) "Title I furnished the educational equipment for Headstart including films."

(b) "Community Action Agency projects are designed to aid students not actively enrolled in public schools. The NYC program does offer part time employment to students needing financial assistance in order to continue their education.

There are approximately 35 students employed through this NYC program during the summer months with approximately one-third of these students being employed at educational institutions."

(c) "The Community Action Committee, the Upper Ocmulgee Opportunity Commission, Inc., and the Childrens and Family Services all work cooperatively together. The interrelationship between these agencies affords better service to our community."

(d) 1. "The Hall County Title I Summer Reading Program and the O.E.O. Summer Head Start Program are held at the same locations. The Hall County Board of Education furnishes classrooms and lunchroom facilities for the O.E.O. Head Start Program."

2. "The Hall County Board of Education furnishes transportation for the O.E.O. Summer Head Start Program"

3. "In exchange for transportation, O.E.O. furnishes food services for Hall County's Title I Reading Program."

4. "O.E.O. pays part of the utilities for the Hall County Title I Summer Reading Program."

5. "O.E.O. pays part of the custodial supplies for the Hall County Title I Summer Reading Program."

(e) "Our county had a Head Start Program last summer. The two programs were mutually reinforcing, since Head Start helped prepare the economically deprived child for school, and Title I provided funds to help the educationally deprived after he entered school. These children, in many cases, were identical."

(f) "During the latter part of the summer transportation was furnished by the City Transit Company for the boys and girls to go swimming at Albany State College. The Community Action Program paid the transportation and lifeguard fees for all boys and girls who desired to swim."

(g) "The Food Distribution Program ties in with Title I Program under which children receive free lunches.

These same families are being served by the Community Service Aides in the area. These Aides assist in taking the pre-school children to the health clinic. They, along with the Food Distribution staff, help in the Rehabilitation Program and serve as contacts to place persons in "Operation Mainstream" for employment. They have encouraged and assisted in rodent and pest control. Their efforts are coordinated to upgrade those persons and families to be served under Title I. They assist in the enrollment of persons in Adult Basic Education classes and all pending projects pertaining to upgrading the poor.

The NYC serves families in the low-income brackets by furnishing employment to students in order to keep them in school. Many of these same families are being served under Title I."

(h) "Public school personnel met with personnel from the Slash Pine Area Planning and Development Commission to determine the activities that would supplement their programs. The Title I buses were used this summer to transport the children to the Head Start Program financed through the local CAA.. Also children from the Neighborhood Youth Core were utilized in summer Title I programs. The school system uses the welfare agencies and other groups to bring additional services to the school children."

(i) "The Neighborhood Youth Corp students worked closely with all the schools involved in this program. They met on monthly basis with the Altamaha Community Action Committee for in-service meetings."

(j) "The Title I Project served in an area where both Head Start and a Child Development Center were operated by a Community Action Agency. All the children from these Community Action programs made visits to the Science Center built by Title I funds. Information regarding some of the Title I families came from the community action agencies mentioned. Neighborhood Youth Corps members helped to clear and clean the yard around the Science Center.

The two programs provided job opportunities for citizens and students although jobs varied in duties for students and adults. The economic status of each family involved was up-graded: Food, educational opportunities and other aspects were provided by both programs.

Job Opportunities Title I

Teacher Aides
Attendance Offices
Clerk
Part-Time Bookkeeper
Social Worker
Band Instructor
Reading Teacher
Librarian
Co-ordinator
Assistant Co-ordinator

Community Action Program

Neighborhood Youth Program In School
Neighborhood Youth Program Out of School
Surplus Commodities (Food Distribution)
Health Nurse (Neighborhood Service Center)
Program for the Aged (Talent Bank)"

(k) "Many evidences of cooperation between Community Action Agency and the local educational agency are paramount. Many meetings have jointly been held in order to coordinate services. The Community Action Agency provided funds for Neighborhood Youth Corps and also provided Surplus Foods to families in our area. Four members of the local Community Action Agency are members of the West Central Georgia Community Action Council. One-fourth of the local Community Action Agency are staff members of the local educational agency. Projects of both agencies are discussed prior to Title I applications each year."

(l) "Many of the economically and educationally deprived students who benefited from the instructional and food activities under Title I came from the homes which were visited by the Homemakers Aides, a program under the sponsorship of the Community Action Program. The purpose of the Homemaker Aides program is to assist the mothers in improving the over-all conditions in the home to make the best with what she has."

(4) Neighborhood Youth Corps: The NYC was used chiefly to supply teacher aides, guides, school maintenance personnel and in transportation of Title I participants. Examples of how NYC personnel are used are indicated in (3) (b), (g), (h) and (i) above. A representative sample of 80 projects gave 42 projects in which NYC personnel were used.

(5) Job Corps: No interrelationships noted or reported.

(6) Welfare Administration Programs: None reported as such.

(7) Medical Aid to Indigent Families: None reported specifically.

E. Staff Development and Utilization.

(1) SEA methods used to encourage staff development and utilization.

(a) Development--The SEA has encouraged the inclusion of inservice training programs in projects where training programs have not previously been in effect through SEA project application consultants. Sixteen projects included in-service training programs towards the development of staff.

(b) Staff Utilization--The SEA has encouraged the use of teacher aides as a method by which the teaching staff may be more effectively utilized.

(2) LEA methods used in the development and utilization of staff.

(a) Development--The principal method used has been inservice training. A more probable effective method has been the attendance of teachers to "institutes" sponsored under other "Acts or Titles" and college courses on extension basis subsummed under inservice training.

Specific evaluation of these kinds of training are exampled by the Bibb County system report on their "Bibb Teacher-student Improvement Program Project 011-011-67-1," which is included in this report as part of the LEA "Representative Sample."

(b) A more effective utilization of staff has been accomplished by LEA's in areas such as reading, science, math, Libraries, etc. through the use of teacher and administrative aides, the NYC additional clerical help, and additional staff such as nurses, psychologists, guidance personnel, etc. Thus, many programs have had a synergistic effect upon one another.

F. Involvement of Non-Public School Children

a. The necessity for including eligible non-public school children in projects has been emphasized to local school administrators through personal contacts and group conferences as well as through printed copies of the Act, Regulations and Guidelines.

The description of each project activity or service or set of related activities and services in the project application must contain information relative to the nature and extent of the involvement of non-public school children in the activity or service. If non-public school children are not to participate, the reason for non-participation must be satisfactorily explained before the project is approved.

b. Cooperation between public and non-public school officials relating to Title I projects has been good. Non-public school officials have participated in project planning and project orientation activities. There has been no known conflict between the two types of officials.

Perhaps the greatest amount of non-public school-child participation was in summer projects which provided remedial instruction. It is, of course, much easier to get non-public pupils to take part when regular term school classes are not in session. In such instances the non-public pupil has participated on the same basis as the public school child.

c. Savannah City and Chatham County School System's programs for "Youth Concert and Instrumental Music Project," "Tutorial Reading," and "Corrective Reading" are cited as innovative by nature of the administrative and coordinative effort required of the public school and the non-public school to present these programs as an integral part of their present on-going programs. A duplicated count indicates 297 non-public school children were served by these programs on and off of public school grounds. The LEA evaluation indicated no problems and further indicated that the program enhanced the relation and insured further cooperative efforts between the public and non-public schools in the area.

d. The following examples indicate the participation and non-acceptance by non-public school systems in Title I activities.

(1) There were no problems encountered in this Youth Concert and Instrumental Music Project--199 NPSG, with regards to the participation of non-public school children. Since the enactment of Title I and the implementation of Title I projects by the Board of Education,a fine working relationship has been established between the Board of Education and the authorities at the non-public schools. All projects have been received with enthusiam by the non-public schools.

(2) The LEA did not experience any problems in implementing this Reading Clinic Project--35 BP NPSG in its relationship to participation of non-public school children. The representatives of the non-public school in our county were most cooperative in supplying us with necessary information, etc. The non-public school has used our services for their educationally disadvantaged children and are very enthusiastic about the Title I program in our county.

(3) Oak Mountain Academy is the only non-public school in this attendance area. Approximately 35 Carroll County school age children attend this school.

During the latter part of July, 1966 and the first week of August, 1966; several conferences were held with the headmaster and the president of the academy. The Carroll County Board of Education Title I program was discussed in detail at these conferences.

On August 9, 1966 the LEA received a very cordial letter from the President of Oak Mountain Academy which contained the following paragraph: "The Oak Mountain Academy includes and operates a kindergarten for four and five year old children in the academic program of the school. We do not have at the present nor do we anticipate in the future children enrolled in the Academy who would qualify for the commendable opportunities which you offer."

Also the Headmaster expressed the feeling that due to the low pupil/teacher ratio maintained at the Academy they could adequately take care of the remedial instructional needs of its pupils.

(4) There have been no problems in developing and implementing this Reading project in its relationship to participation by non-public school children. The Mother Superior and teachers of St. Joseph Academy have utilized the Title I facilities and materials and have been very cooperative in planning and implementing Title I activities.

(5) The non-public school children attending the Seven Day Adventist School, also the children residing in the Calvary Children's home were invited to participate in this program; however they did not accept.

(6) Eligible pupils from the non-public schools in our county participated in the summer Reading Improvement Program. They did not participate in the school year program because of transportation problems and the time taken away from their regular scheduled school work could not be worked out.

(7) This summer Reading project was planned to include children from the local parochial school. The Mother Superior was notified concerning the program and indicated a willingness to participate The teachers at the Catholic school recommended nine children to participate in the program and all nine were included.

(8) The administration of the St. Joseph's Catholic School cooperated with the public schools in:

1. Providing information to parents of eligible students.
2. Screening students who participated.
3. Making test information and records available.
4. Meeting the coordinator and administrators to discuss progress of programs.
5. Providing facilities in which twenty-eight of their students were given the California Reading Achievement Test by our guidance counselor.
6. Using Title I recordings and filmstrips.
7. Borrowing the following Title I materials for use during the school year 1966-67: 1 record player, 1 Dukane, 1 tape recorder, 1 overhead projector.

G. Programs Designed for Handicapped Children

A special evaluation report on programs designed for handicapped children is being prepared by the Division for Exceptional Children and will be forwarded under separate report on or before December 15, 1967 to the Programs Development Branch of the B.E.S.E. as part of appendices of this report.

(1) The SEA promoted programs for the handicapped primarily through the efforts of a consultant for the handicapped, employed from Title I funds, in the Division for Exceptional Children. Five other consultants from this Division were also utilized somewhat more indirectly. No specific seminars or conferences were sponsored by the SEA. The SEA prepared a brochure titled, "Types of Programs and Services for the Exceptional Child under Title I," which was disseminated to all LEA's.

(2) The six most effective types of programs are cited here in rank order of their effectiveness:

a. Special Education for the Handicapped and Speech Impaired.
b. Speech Therapy.
c. Pre-Service Training.
d. Psychological Services.
e. Teacher Aides.
f. Integration of the Child into the Regular School Program.

(3) Some sample statistics on programs for the handicapped by LEA's are:

a. Four systems operated programs in Speech Therapy at a total cost of $19,332 for 490 children at a per child cost of $39.00.

b. Nineteen systems operated programs in Special Education for the Handicapped at average cost of $242. per child for a total of 2,179 children with a total cost of $529,335. The following is a "breakdown" by type of Special Education.

Crippled	27
Hard of Hearing and Deaf	32
Mentally Retarded	1459
Emotionally Disturbed	40
Visually Handicapped	26
Other Impaired	595

c. The total of all LEA handicapped programs included 15 instructional areas and 16 service areas for 11,067 children at a total cost of $918,492. giving $108./child average expenditure. The following is a "breakdown" for number and type of handicapped child served:

Crippled	123
Hard of Hearing & Deaf	144
Mentally Retarded	7414
Emotionally Disturbed	829
Speech Impaired	1117
Visually Handicapped	360
Other Impaired	1080

SECTION III: PROBLEMS RESOLVED

A. The Non-uniformity of test data results has been a major problem in aggregating data. The "breakdown" requested by the SEA and the OE has requested the standard deviation. Most systems lack the trained personnel to develop the standard deviation as a statistic. The Unit on Measurement and Evaluation developed simplified routines by which the standard deviation could be calculated. These routines proved to be of very limited value.

The SEA contacted the regional office in charge of sales for the California Achievement Tests and appraised them of these information problems. Subsequently, the California Test Bureau has instituted a reporting service that gives machine print-outs with the desired information at a cost of five cents per student. The California Achievement Series is the most prevalently used test in Georgia by system and grade. This will aid in the full resolution of the problem.

At this point the SEA decided that it was futile to expect untrained personnel to calculate a standard deviation; consequently, the request for a standard deviation has been eliminated; however, the source problem of untrained evaluators remains.

B. The processing of applications for funding has been a problem in the past with the ebb and flow of applications near deadline dates. This problem has ameliorated considerably through the efforts of the Office of the Director of Title I and its area coordinators. However; this "log-jam" of applications near deadline dates still presents some problem.

C. Project applications contain much of the information to be utilized in the State evaluation of Title I. During the 1966-67 fiscal year projects were funded which included regular term and summer term activities under one project application. This method created difficulty in the comparative evaluation of the two terms. This problem was resolved by requesting separate project applications to be submitted for the summer and the regular terms.

D. The lack of trained personnel in the area of evaluation (which includes planning, development and dissemination) has prevented definitive evaluations of Title I activities. This problem is complexed by: the reluctance of local planning agents to commit monies to effect evaluations; the unavailability of trained personnel; a lack of understanding of the evaluation function and its broad meaning by the LEA, SEA and OE personnel; and a lack of administrative mandates and directions from the OE, SEA and the LEA which will formulate definitive evaluations which will approach a cost benefit analysis. To alleviate this problem legislation or mandate should be provided which will establish minimum rates and/or dollar amounts to be expended on evaluation. Further, a criteria should be established by which dollar incentives might be awarded to these systems that provide exemplary evaluations and/or meet the established criteria.

E. . The unavailability of uniform and standard information about Title I programs and participants poses a problem which could be relieved by a new direction of monies through legislation. The administrative expenditure by the SEA should be raised to provide for the establishment of systems whereby uniform data may be collected i.e. "data bank," regional and state computer system; electronic data processing; statewide testing program; development of a data gathering instrument which will be compatible for all information requests; and a uniform dissemination system.

SECTION IV: EXEMPLARY ACTIVITIES

A. 1. Atlanta Public Schools project 060-203-67-1. Lead Reading Teacher Activity (LRT).

2. The objective was to define the relationship between the LRT's and the classroom teacher and the subsequent effect of LRT's on the achievement and attitudes of the pupils in which LRT's assisted the classroom teachers.

3. A rating scale, the Lead Reading Teacher Role Survey (LRTRS) was developed to determine the nature of the role of the LRT as perceived by the classroom teacher. The mean reliability coefficient of the LRTRS was established as 0.86 through the use of Fisher's Z transformation on groups of classroom teacher responses to six randomly drawn LRT's.

Teacher responses to the LRTRS were factor analyzed by BMD03M. Teacher responses were standardized with a mean of 50 and a standard deviation of 10. T-tests were computed between teachers who made high and low utilization of LRT services. Student achievement from third, fifth and seventh grade was sampled from classroom teachers who indicated; high use and low use of LRT's. Classroom teachers samples were given the Teacher Characteristics Schedule (x, y and z scales only); and the items were used to covary the effects of teacher effectiveness upon pupil achievement and attitudes.

Teachers administered a semantic-differential (SD) type (after Osgood) attitude inventory to their classes and were given the California Test of Mental Maturity (CTMM). The language quotient of the CTMM used as a measure of reading achievement. Each scale on the SD scores were analyzed using the Analysis of Covariance Computer Program ("Mugals" version of July 12, 1966.)

Pupils in classrooms where LRT's were used to a high degree made significantly higher gains in achievement as indicated by results from the language portion of the CTMM over pupils in classrooms where LRT's were utilized to a low degree. The mean of the "high use" group was 91.6 while the mean of the "low use" group was 84.4. No significant differences were found between the non-language scores of high and low use groups.

Finally, the "high use" group indicated significant positive changes in attitudes towards "reading out loud" and generally favorable responses in other areas of attitudes than the "low use group."

B. Walker County Project 146-146-67-1 Activity--Reading.

1. The stated objectives included: "improvements in reading ability;" "improvements in pupil attitude;" and "improvements in pupil performance of regular classroom work.

2. This regular term activity included 595 participants from grades 1-8 and employed the use of five $\frac{1}{2}$ time reading teachers; a $\frac{1}{2}$ time psychologist; one administrative coordinator along; one secretary and 14 teacher aides.

3. Initially all participants completed an "Informal Reading Inventory" and the "Gates McGinite Reading Tests" and then took post tests to refelct gains. Attitudes we measured by using an opinion questionnaire given to 95 teachers and 443 pupils.

4. Children met in small intimate groups wherein each child was encouraged towards verbal expression, self confidence and a chance to express personal feelings, thoughts and ideas. Emphasis was given towards recreational reading. "These group sharings also help to establish the importance of listening skills. Teacher aides help in lowering the pupil/adult ratio. Generally facilities were too crowded even though money was provided for minor modifications and repair. However, the additional equipment and instructional aids were most helpful. The instructional materials included crayons, ABC manuscript cards, Dolch Game and Word cards, McCormick-Mathers Phonics Skill Builders-Teacher editions, Ginn Reading Skill Charts, Cardboard TV Viewer, Phonics Records, Speech to Print Phonics Kit, Durrell Analysis Kit, IRIT, PPVT, Mills Learning Test Kit, Library books, Lippincott Basic Reading Texts, Holt, Rinehart & Winston "Sounds Patterns of Language Readers"and Reader's Digest Skill Builders."

5. Ninety-five per cent of the teachers felt that the Title I Reading experience has benefited the pupils while 98 per cent indicated they wanted the program continued. Student opinion on the program questionnaire did not indicate significant changes in attitudes towards school or reading.

6. Generally absolute gains were made in achievement for the early grades, but middle grades experienced little progress. All grades made some gain in relation to national norms.

7. Generally recommendations include:

   a. Do more work with parents towards attitude change towards school.
   b. Do depth evaluations by random sampling.
   c. Provide extensive explanation of Title I reading activities to all teachers.
   d. Provide a professional evaluator to prepare objectives, assist in planning and to gather data.

C. Bibb County Project 011-011-67-1 Summer Workshops. Activity for English Language Art.

1. This activity, entitled "Summer Enrichment Program for Low-Income Area Students in Art and English and Teacher Workshops in New Media," consisted of three workshop programs conducted at the Instructional Materials Center. Three workshops in Art were held in the BIMC Art Center for college-bound high school graduates from low-income areas; three workshops in English Vocabulary and Usage were held in the BIMC Language Laboratory for similar students; and two workshops in New Media Production were held in the BIMC Media Production Area for teachers from target area schools. Consultants and teachers specializing in the appropriate areas were used to plan and direct the workshops.

   Section B - English Workshops, evaluated by Mr. Burney Lester, Director.

2. The objective of this activity was to instruct teachers in using special media available through the BIMC for English Language Arts. Fifty-three teachers were selected as participants for the two workshops. A survey form was mailed to each participant at the beginning of the program. Specialists in the area of audiovisual instruction were then employed to plan a workshop program. Participants were divided into eight groups. A full day was devoted to each activity area. Each participant was given a "Manual of A-V Techniques by Dekieffer and A-V Instructional Materials.

3. Major Areas of Study included:

   A. Films and 16mm Projectors; B. Filmstrips, Slides and projectors; C. Transparencies and Overhead projectors; D. Tapes and Records (Reading Lab) E. Programmed Instruction (Craig Reader, Tachomatic 500 Reader, Perceptamatic Reader, Language Master, Hoffman Reader, Language Master, Hoffman Reader, Tachistoscope, and Programmed Books); F. Dry Mount Press; G. Posters and Bulletin Boards and Opaque Projectors; H. Maps and Globes; I. Professional Books; and J. Additional Materials in the Center.

4. The workshop employed a director, four BIMC personnel and three professional consultants to conduct the workshops. Center personnel evaluated the workshop through the successful operation of equipment by participants and by a unanimous approval of the workshop by participant testimonial. Further evaluation by follow-up will include use of materials by participants in their teaching.

D. Savannah City and Chatham County Project 025-025-67-S Tutoring Activity included 27 children from an institution for the neglected or delinquent child.

1. The stated objectives were "to improve reading" and "mathematics" achievement. Standardized test were administered in the areas of reading and mathematics on a pre-test and post-test basis to all participants. Mental Maturity tests were administered at the beginning of the Project. At the close of the Project an evaluation was conducted with the Project Staff.

E. The activities in section "3, A, B, C and D preceding" were selected as exemplary and/or innovative for the following reasons:

a. Item "A" Detailed evaluation with an established control group.

b. Item "B" Detailed instructional materials and procedures used along with hours spent by topic. Utilized preplanning survey and incorporated recommendations for modification of a continued program.

c. Item "C" Included comments on survey, selection, participants, facilities, curriculum, treatment, procedures, evaluation and recommendations. Included parent involvement. Indicated negative as well as positive results and postulated recommend changes for a continuing program.

d. Item "D" Only program found which made specific remarks about an LEA operated program for the "neglected and delinquent" or the "migrant" child.

APPENDIX A

PRE TEST AND POST TEST

PRE TEST OR POST TEST

CALIFORNIA READING TEST

PRE TEST AND POST TEST

DATE	FORM	N	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
							READING		GRADE 2								
4/66	X	863	74	--	506	109	109	139	4/67	W	604	72	--	282	109	85	128
4/66	X	163	76	--	73	36	26	28	4/67	W	141	76	--	52	41	18	30
4/66	X	490	74	--	233	73	83	101	4/67	W	463	71	--	230	68	67	98
5/66	W	101	11.9	--	2	7	7	85	9/66	X	102	9.2	--	16	32	26	28
5/66	W	70	36	20.100	55	11	0	4	5/67	W	65	61	11.790	30	6	6	23
9/66	W	15	17	9.6	12	1	2	0	5/67	X	13	30	12.4	10	0	1	2
9/66	W	265	37	13.38	190	50	21	4	5/67	Z	261	57	12.77	121	51	36	53
9/66	W	265	3	2.24	255	8	2	0	5/67	Z	261	8	4.12	172	38	23	28
9/66	K-1	33	55	10.63	15	18	--	--	5/67	LP	43	61	19.08	4	2	14	23
9/66	W	127	--	--	--	--	--	--	5/67	X	127	67.2	--	113	8	6	0
9/66	W	33	35.58	12.6	31	2	--	--	5/67	X	25	57.36	10.77	22	3	--	--
9/66	W	270	53	--	46	92	41	91	5/67	X	260	70	--	45	92	29	94
9/66	W	81	42	--	26	25	16	14	5/67	W	86	48	--	21	21	24	20
10/66	W	394	47	17.7	274	89	25	6	4/67	Z	401	66	17.7	191	123	66	21
10/66	X	70	54	--	28	21	10	11	4/67	Y	71	63	--	27	12	13	19
10/66	LPW	199	30	--	185	10	4	0	4/67	LPX	178	29	--	98	49	21	10

CALIFORNIA READING TEST

READING GRADE 2

		PRE TEST						AND ABOVE			POST TEST						ABOVE
DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	Q_3	DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	Q_3
10/66	W	142	38.25	--	120	9	7	6	5/67	X	149	52.5	17.734	131	6	7	5
10/66	W	41	21	--	21	13	4	3	5/67	X	41	43	--	6	13	15	7
10/66	W	54	44.37	1.4	49	5	0	0	5/67	X	54	61.06	.008	44	2	3	5
10/66	W	81	44	12.00	74	7	0	0	5/67	X	67	63	11.85	52	12	2	1
10/66	W	397	6	3	288	14	33	62	5/67	X	394	11	3	184	99	52	59
10/66	W	397	50	7	236	43	53	65	5/67	X	323	64	7	106	36	75	106
10/66	LPW	10	50	--	9	1	--	--	5/67	LPX	10	65	14.67	6	4	--	--
10/66	X	27	45.15	--	25	2	--	--	5/67	W	27	70.15	12.32	17	3	4	3
10/66	X	24	11.02	12.258	19	3	2	0	5/67	X	19	12.72	16.061	9	4	5	1
10/66	X	25	6.18	8.151	25	0	0	0	5/67	X	22	8.73	10.831	21	1	0	0
10/66	W	142	38.25	--	120	9	7	6	5/67	X	149	52.5	17.234	131	6	7	5
10/66	W	81	44	--	74	7	0	0	5/67	X	67	63	--	52	12	2	1
11/66	W	168	57	--	66	36	23	43	5/67	X	190	75	--	60	24	30	76
11/66	W	15	59	18.3	7	3	2	3	5/67	W	15	69	18.3	1	3	4	7
11/66	W	92	40	--	46	31	12	3	5/67	W	93	42	--	52	38	3	0
11/66	--	168	57	--	66	36	23	43	5/67	X	190	75	--	60	24	30	76
12/66	W	50	44	23.84	33	6	6	5	4/67	W	51	59	21.02	26	6	9	10

CALIFORNIA READING TEST

PRE TEST									AND	POST TEST							
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
							READING		GRADE 2								
12/66	W	14	27	15.23	11	2	1	0	5/67	W	12	62	32.40	4	--	4	4
12/66	W	27	48	--	5	13	5	4	5/67	X	30	79	--	0	0	8	22
12/66	W	58	78.59	--	4	3	11	40	5/67	X	60	84.6	6.090	2	3	18	37
12/66	W	227	49	--	160	33	18	16	5/67	X	221	60	--	155	38	16	12
12/66	X	12	47.6	--	4	6	1	1	5/67	X	12	47.4	--	6	3	2	1
12/66	W	10	50	--	9	1	--	--	3/67	X	49	75	2.4	13	15	8	13
12/66	X	31	53	--	25	4	1	1	5/67	W	24	79	--	1	12	10	1
1/67	W	114	34.5	--	41	34	32	7	5/67	X	119	55.7	--	97	9	7	6
3/67	W	42	66	--	12	18	12	--	8/67	W	42	69	--	9	19	3	11
4/67	X	20	66	--	14	3	2	1	7/67	X	20	74	.20	6	6	7	1
4/67	W	35	70	48	23	10	1	1	7/67	-	33	77	138	7	16	8	2
4/67	W	2	47	--	--	1	1	--	8/67	X	2	57	--	--	1	1	--
5/67	X	6	51	--	2	1	--	3	8/67	X	5	68.8	--	2	1	1	1
5/67	W	98	32	--	88	9	1	0	7/67	X	93	31	--	78	11	4	0
5/67	W	52	46.5	14.8	48	3	1	0	7/67	X	49	65.4	11.9	24	17	5	3
5/67	W	63	67	--	7	8	11	37	4/67	X	175	71.96	--	77	28	27	43
6/67	Y	136	63	16.217	93	21	16	6	7/67	X	118	64	14.00	76	17	17	8

CALIFORNIA READING TEST

		PRE TEST									POST TEST						
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
							READING		GRADE 2								
6/67	W	53	--	52.59	16	14	8	15	7/67	X	49	64	--	21	15	4	9
10/67	W	21	46	4.1	14	5	2	0	5/67	X	21	73	13.2	7	3	5	6
10/67	W	105	64	--	50	11	14	30	4/67	X	119	77	--	53	15	15	36
10/67	W	127	36.8	--	123	4	0	0	5/67	X	127	67.2	--	113	8	6	0

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 3

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	W	52	34	2.3	14	19	7	12	3/67	X	63	69	3.6	13	7	19	24
4/66	LP	125	53	12.3	110	9	3	3	3/67	UP	-97	53	18.3	68	13	7	9
5/66	X	54	11.09	--	03	9	4	38	9/66	X	53	11.09	--	12	18	16	7
9/66	W	21	49	2.9	08	7	1	5	5/67	X	22	68	3.6	9	6	2	5
9/66	WXYZ	22	59	9.1	13	5	3	1	4/67	WXYZ	25	73	9.1	10	7	3	5
9/66	W	22	18	8.7	19	2	1	0	5/67	X	21	32	11.6	19	1	1	0
9/66	W	23	48	16.2	8	9	3	3	4/67	X	24	80	15.1	4	5	7	8
9/66	W	81	42	--	26	25	16	14	5/67	W	86	48	--	21	21	24	20
9/66	W	118	44.43	--	19	23	32	44	5/67	X	141	55	--	89	23	21	8
9/66	W	44	24.91	2.2	37	6	1	0	5/67	X	44	47.17	.97	39	2	1	2
9/66	X	14	28.14	.2	14	0	0	0	5/67	X	14	47.22	.01	14	0	0	0
9/66	X	101	59.06	18.47	14	17	18	52	5/67	X	122	67	21.29	41	20	15	46
9/66	W	27	32.19	10.38	23	3	1	--	5/67	X	32	57.37	13.11	22	6	1	3
9/66	UP	361	---	.78	73	96	94	98	3/67	UP	293	---	.54	59	78	69	87
9/66	W	106	---	---	--	--	--	--	5/67	X	101	---	---	--	--	--	--
9/66	W	111	39.02	---	68	26	13	4	5/67	X	108	55.07	---	70	22	9	7
9/66	W	111	157.01	---	43	41	19	8	----	-	---	---	---	--	--	--	--

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 3

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	FR	17	37	8.84	1	4	7	5	5/67	LPW	17	64.05	13.90	1	2	1	13
9/66	W	339	19	---	183	89	42	25	5/67	Z	331	25	---	161	46	39	85
9/66	W	339	22	---	169	83	50	37	5/67	Z	331	29	---	159	61	44	67
10/66	W	420	26	1[illegible]	106	91	100	123	5/67	X	412	37	1[illegible]	141	81	64	126
10/66	W	420	31	8	99	104	88	129	5/67	X	412	35	9	138	97	61	116
10/66	UPW	5	39	-	3	2	--	--	5/67	UPX	5	63	11.22	3	1	1	--
10/66	X	51	38.61	10.07	34	13	4	--	5/67	W	49	64.09	11.39	16	16	12	5
10/66	W	88	37.82	17.93	12	21	21	34	3/67	X	84	52.23	20.58	25	16	19	24
10/66	W	165	69	---	--	--	--	--	4/67	W	161	77	---	--	--	--	--
10/66	Y	77	2.05	---	--	--	--	--	5/67	W	80	3.00	---	--	--	--	--
10/66	X	77	60	---	18	19	12	28	4/67	Y	76	69	---	18	22	9	27
10/66	W	394	47	17.07	274	89	25	6	4/67	Z	401	66	17.07	191	123	66	21
10/66	W	35	47	---	11	16	5	3	5/67	W	35	66	---	1	2	13	19
10/66	W	37	28	---	34	3	0	0	5/67	X	36	51	---	22	12	2	0
10/66	W	115	42.88	---	57	29	20	9	5/67	X	118	59.04	21.926	---	--	--	--
10/66	W	115	42.88	---	57	29	20	9	5/67	X	118	59.04	21.926	54	20	23	21
10/66	W	13	38	3.07	5	6	2	0	5/67	X	13	51	10.09	6	4	2	1

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 3

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
11/66	--	153	55	--	44	25	31	53	5/67	X	162	69	--	51	17	28	66
11/66	W	82	46	--	38	40	4	0	5/67	Z	84	48	--	43	40	1	0
11/66	W	88	42	--	45	26	17	0	5/67	X	61	54	--	36	11	7	7
11/66	W	25	54	18.03	6	9	9	1	5/67	W	25	64	18.03	4	9	8	4
11/66	W	153	55	--	44	25	31	53	5/67	X	162	69	--	51	17	28	66
11/66	N	74	79	50	14	14	19	27	5/67	C	85	52	40	18	27	23	17
11/66	W	88	42	11.40	45	26	17	0	5/67	X	61	54	16.70	36	11	7	7
11/66	W	75	17.03	--	46	17	8	4	5/67	X	73	36.04	---	19	15	18	21
11/66	W	75	16.04	--	57	13	4	1	5/67	X	73	19.08	---	64	4	3	2
11/66	W	75	29.05	20.09	50	15	8	2	5/67	X	73	54.08	26.02	47	16	2	8
11/66	W	198	40	--	101	50	29	18	5/67	X	207	57	---	124	39	25	19
11/66	UPW	184	38	--	89	53	32	10	4/67	UPX	169	52	---	116	21	17	15
12/66	W	48	39	15.07	27	14	5	2	4/67	W	43	62	15.07	19	8	6	10
12/66	W	17	56	28.09	3	1	4	9	5/67	W	22	58	26.66	7	7	3	5
12/66	UPW	69	73.36	--	1	4	10	45	5/67	UPX	64	83.02	10.623	4	0	10	50
12/66	W	25	59	--	1	1	4	19	5/67	X	28	71	---	1	0	4	23
12/66	X	26	44	--	10	9	4	3	5/67	W	32	60	---	17	11	3	1

CALIFORNIA READING TEST

PRE TEST								AND	POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
							READING		GRADE 3								
12/66	X	16	46	--	2	10	4	0	5/67	W	16	49	--	1	6	8	1
3/67	W	23	60	--	8	5	10	--	8/67	W	23	63	--	5	4	11	3
4/67	X	19	64	--	8	6	2	3	7/67	X	19	71	.40	5	3	6	5
4/67	W	2	64	--	--	--	2	--	8/67	X	2	74	--	--	--	1	1
4/67	LP	125	53	12.3	110	9	3	3	3/67	UP	97	53	18.03	68	13	7	9
4/67	W	37	57	.63	15	19	2	1	7/67	X	35	68	.48	11	15	9	--
5/67	X	3	52.05	--	1	--	1	1	8/67	X	6	71	--	0	1	1	4
5/67	W	98	31	--	80	14	4	0	7/67	X	74	17	--	46	10	6	12
5/67	W	139	60.15	--	37	28	30	44	4/67	X	178	72.99	--	47	31	31	69
5/67	W	34	59	17.13	18	5	8	3	7/67	X	34	67.04	18.03	11	9	5	9
6/67	W	28	46	20.00	20	3	5	0	8/67	X	28	52	18.07	17	5	6	0
6/67	W	37	41	--	29	6	2	0	7/67	X	30	--	65.02	6	9	8	7
6/67	W	20	57.00	17	13	3	1	3	8/67	X	20	71	17	1	2	4	13
6/67	W	132	57	11.446	64	34	20	14	7/67	X	116	59	11.705	54	20	23	19
6/67	X	33	67.08	7.07	5	13	9	6	7/67	W	31	80.07	8.02	1	3	9	18
9/67	W	44	24.09	2.02	37	6	1	0	5/67	X	44	47.07	.97	39	2	1	2
9/67	W	79	46	--	31	12	19	17	4/67	X	84	66	--	30	10	19	25

CALIFORNIA ACHIEVEMENT TEST

Reading - Grade 4

AND

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	W	43	46	40	4	7	13	19	4/67	X	43	76	55	1	2	13	27
2/66	WXYZ	33	44	2.4	3	18	11	1	5/67	WXYZ	33	46	3.8	5	14	12	2
5/66	W	11	19	--	11	0	0	0	5/67	Y	11	40	--	4	6	1	0
5/66	W	9	17	--	9	0	0	0	5/67	W	9	28	--	8	1	0	0
5/66	W	11	39	--	11	0	0	0	5/67	W	9	38	--	5	4	0	0
5/66	W	51	40	14.900	9	35	6	0	5/67	W	43	46	28.496	10	20	5	8
5/66	W	102	11.9	--	7	19	22	46	9/66	X	95	11.9	--	34	36	14	14
5/66	W	52	74	17.45	11	11	7	23	5/67	X	53	61	19.00	15	14	12	12
5/66	X	104	58	26.02	63	11	7	23	5/67	X	124	58	18.96	41	34	27	22
9/66	W	251	23	5.9	193	39	12	7	5/67	W	299	42	6.0	157	4	40	18
9/66	X	81	55	--	22	21	8	30	5/67	W	96	75	--	22	14	14	46
9/66	X	60	39.17	--	24	31	4	1	5/67	W	60	54.03	14.24	22	21	14	3
9/66	E	89	26	--	72	16	0	1	4/67	E	108	49	22.7	70	22	9	7
9/66	W	49	30	11.2	43	6	0	0	4/67	X	52	53	19.3	17	15	18	2
9/66	W	51	29.39	1.8	51	0	0	0	9/66	W	51	36.78	1.5	40	7	4	0

CALIFORNIA ACHIEVEMENT TEST

Reading - Grade 4

PRE TEST									AND	POST TEST								
DATE	FORM	N.	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3		DATE	FORM	N.	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	W	19	24	66	17	2	0	0		5/67	X	19	28	8.6	14	4	1	0
9/66	W	274	46.73	--	49	86	88	5		5/67	X	267	80.94	--	47	88	87	45
9/66	X	297	3.7	--	164	73	42	18		4/67	X	286	4.3	--	152	50	34	50
9/66	E	89	26	--	72	16	0	1		4/67	E	108	49	22.7	70	22	9	7
9/66	W	51	29.39	1.8	51	0	0	0		5/67	X	51	36.78	1.5	40	7	4	0
9/66	W	106	33	--	78	25	3	0		5/67	X	118	43.2	--	81	16	13	8
9/66	W	81	42	--	26	25	16	14		5/67	W	86	48	--	21	21	24	20
9/66	UPW	22	44	18.42	21	1	--	--		5/67	UPX	22	59	15.34	20	1	--	1
9/66	W	50	62	--	--	--	--	--		5/67	X	50	76	--	4	8	11	27
9/66	W	111	27.7	--	99	16	1	0		5/67	X	108	471	--	61	35	6	6
9/66	W	87	--	--	--	--	--	--		5/67	X	86	--	--	--	--	--	--
9/66	W	40	39.25	12.9	27	12	1	--		5/67	X	36	48.16	15.5	20	12	3	1
9/66	W	313	12	8.83	222	72	15	4		5/67	Z	313	17	9.11	190	96	23	4
9/66	W	313	15	10.49	274	28	8	3		5/67	Z	313	24	10.58	221	58	23	11
10/66	UP	75	52	--	70	3	2	0		5/67	YE	76	47.9	15.766	20	27	16	13

CALIFORNIA ACHIEVEMENT TEST

Reading - Grade 4

PRE TEST AND POST TEST

PRE TEST									POST TEST								
								ABOVE									ABOVE
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	Q_3
10/66	W	67	27.88	17.48	47	14	5	1	3/67	X	62	35.13	20.78	35	12	7	8
10/66	W	10	43	6.4	1	8	1	0	5/67	X	10	46	8.2	2	4	2	2
10/66	W	89	43.35	--	20	24	25	20	3/67	W	89	52.30	--	24	23	21	21
10/66	W	138	76	--	--	--	--	--	4/67	W	139	83	--	--	--	--	--
10/66	Y	71	3.1	--	--	--	--	--	5/67	W	73	3.6	--	--	--	--	--
10/66	X	63	51	--	16	21	18	8	4/67	Y	63	61	--	14	19	19	11
10/66	X	395	47	17.7	274	89	25	6	4/67	Z	401	66	17.7	191	123	66	21
10/66	W	23	36	--	12	10	1	0	5/67	W	23	52	--	4	7	7	5
10/66	W	75	52	--	70	3	2	0	5/67	Y	76	47.9	15.766	20	27	16	13
10/66	W	52	46	--	33	14	2	3	5/67	X	49	45	--	29	16	4	0
10/66	W	47	64	--	32	8	7	0	5/67	X	47	75	--	20	12	12	3
10/66	W	65	31	3.2	42	23	0	0	5/67	X	186	47	4.0	99	45	42	0
10/66	W	80	34	--	40	38	2	0	5/67	Y	74	52	--	15	35	18	6
10/66	W	52	46	15.35	33	14	2	3	5/67	X	49	45	14.45	29	16	4	0
10/66	W	54	34	1.4	50	4	0	0	4/67	Z	49	47	1.4	31	9	4	5

CALIFORNIA ACHIEVEMENT TEST

Reading - Grade 4

PRE TEST									AND	POST TEST								
								ABOVE										ABOVE
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	Q_3		DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	Q_3
10/66	W	439	27	14	160	88	101	90		5/67	X	434	33	14	150	130	68	86
10/66	W	439	21	12	101	134	94	110		5/67	X	434	27	12	92	112	110	120
10/66	W	214	51	24.31	75	46	41	52		5/67	W	198	63	22.69	66	51	36	45
10/66	EW	2	45	--	--	--	--	--		5/67	EX	2	45	12	1	1	--	--
11/66	W	75	22	--	31	41	3	0		5/67	Z	87	27	--	39	44	4	0
11/66	X	26	53	18.3	2	11	9	4		5/67	W	26	65	18.3	2	4	8	12
11/66	W	146	49	--	39	46	15	46		5/67	X	179	63	--	48	36	32	63
11/66	W	274	16	--	78	86	71	49		8/67	Y	27	25	--	9	10	4	4
11/66	W	358	3.5	.77	231	95	27	5		5/67	X	326	3.6	--	229	67	24	6
11/66	W	11	12	851	8	1	2	0		5/67	W	10	22.4	6.4	4	4	2	0
11/66	W	11	22	5.97	8	2	1	0		5/67	W	10	30.9	8.2	4	3	3	0
11/66	W	11	35	12.8	8	2	1	0		5/67	W	10	53.3	13.4	4	3	3	0
12/66	W	14	43	--	4	6	0	4		5/67	X	30	56	11	10	11	3	6
12/66	X	16	47.8	--	13	2	0	1		5/67	X	16	26.2	--	12	4	0	0
12/66	W	45	49	30.6	40	5	0	0		4/67	W	47	61	18.13	32	12	3	0

CALIFORNIA ACHIEVEMENT TEST

Reading - Grade 4

PRE TEST AND POST TEST

PRE TEST DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3	POST TEST DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
4/67	W	17	47	.73	7	8	2	--	7/67	X	16	58	.75	2	8	4	2
5/67	W	10	24	--	8	2	0	0	5/67	W	10	39	--	4	4	2	0
5/67	W	89	17	--	59	0	0	0	7/67	X	67	51	--	53	9	2	3
5/67	W	40	44.05	10.9	26	11	3	0	7/67	X	30	72.07	12.6	12	10	6	2
5/67	X	15	55	--	7	5	1	2	7/67	X	14	56	.41	2	9	3	0
5/67	W	129	62.44	--	32	15	26	56	4/67	X	162	68.30	--	38	30	38	56
6/67	Y	90	38	14.967	73	9	7	1	7/67	Y	82	40	10.863	60	13	7	2
6/67	W	22	445	--	17	2	2	1	7/67	X	27	80	--	6	15	6	0
6/67	W	32	36.1	14.97	19	9	4	0	8/67	X	32	52	14.22	8	9	9	6
6/67	W	34	57.4	13.81	30	2	2	0	8/67	X	34	61.9	14.02	29	3	1	1
6/67	W	14	53	18	6	4	2	2	8/67	X	13	62	20	3	2	2	6
6/67	X	37	70.9	10.4	0	9	15	13	7/67	W	35	78.6	12.16	0	4	10	21

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	W	47	74	5.4	4	11	17	15	4/67	W	29	31	--	28	1	0	0
2/66	--	33	58	--	10	11	6	6	3/67	--	30	76	--	9	10	7	4
4/66	W	36	34	--	28	7	1	--	4/67	W	28	45	.0592	27	1	--	--
5/66	X	43	63	19.07	5	9	19	10	5/67	X	59	77	20.57	15	18	12	14
5/66	Y	94	11.9	--	11	21	20	42	9/66	Z	70	11.9	--	20	24	9	17
5/66	W	10	26	--	10	0	0	0	5/67	W	10	35	--	10	0	0	0
5/66	W	11	37	--	10	0	1	0	5/67	W	9	39	--	9	0	0	0
5/66	W	15	30	--	15	0	0	0	5/67	Y	14	36	--	11	2	1	.0
5/66	Y	100	3.5	--	76	21	3	0	4/67	Y	100	3.8	--	86	10	1	3
9/66	E	374	--	1.20	77	100	95	102	4/67	E	348	--	1.10	77	91	82	98
9/66	W	19	50.6	11.6	12	5	2	--	5/67	X	22	62	12.4	13	8	1	--
9/66	W	6	58.83	14.8	6	--	--	--	5/67	X	9	53.56	12.8	9	--	--	--
9/66	X	64	49.80	--	39	19	6	0	5/67	W	63	63.44	16.35	34	21	7	1
9/66	W	228	45	11.7	130	55	32	11	5/67	W	315	61	10.9	105	76	83	51
9/66	W	63	40	17.2	48	13	2	0	4/67	X	66	70	13.9	24	27	9	6
9/66	W	49	36	1.5	37	10	0	2	5 37	X	49	47.28	1.0	41	5	1	2

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	--	17	243	--	2	5	6	4	4/67	--	50	23	--	32	6	9	3
9/66	W	49	36.63	1.5	37	10	0	2	5/67	X	49	47.28	1.0	41	5	1	2
9/66	W	81	42	--	26	25	16	14	5/67	W	86	48	--	21	21	24	20
9/66	W	20	59	--	5	10	5	0	5/67	X	20	80	--	2	11	5	2
9/66	X	84	51.3	--	54	21	9	0	5/67	W	83	51.8	--	54	23	6	0
9/66	W	83	63	--	32	19	18	14	5/67	X	89	78	--	30	21	24	14
9/66	W	165	69	--	47	37	36	45	5/67	X	172	76	--	50	46	46	30
9/66	W	294	16	--	229	43	16	6	5/67	Z	301	19	--	251	37	9	4
9/66	W	294	20	--	248	29	9	8	5/67	Z	301	29	--	208	59	22	12
9/66	NPW	13	57	21.07	10	1	2	0	5/67	EX	10	48	17.48	7	3	0	0
10/66	W	76	64.4	--	62	10	4	0	5/67	—	72	52	--	25	32	13	2
10/66	W	49	24	1.4	48	1	0	0	4/67	Z	51	49	1.4	26	15	9	1
10/66	X	439	36	13	153	110	87	89	5/67	W	427	43	13	150	105	61	111
10/66	X	439	31	12	141	70	99	129	5/67	W	427	34	12	155	94	61	117
10/66	W	238	20	--	132	66	40	0	5/67	X	248	26	--	131	87	30	0
10/66	W	238	28	--	147	57	34	0	5/67	X	248	32	--	149	62	37	0
10/66	W	238	48	--	142	57	39	0	5/67	X	248	58	--	144	67	37	0
10/66	X	80	41.89	22.86	58	8	8	6	3/67	X	76	50.51	27.16	43	12	9	12

CALIFORNIA READING TEST

PRE TEST AND POST TEST

READING GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
10/66	W	14	42	3.8	8	5	1	0	5/67	X	14	54	7.5	5	4	5	0
10/66	W	200	63	16.91	50	36	44	70	5/67	W	198	83	17.60	30	51	43	74
10/66	EW	5	41	--	5	--	--	--	5/67	EX	5	49	10.5	5	--	--	--
10/66	X	15	499	7.312	4	6	3	2	5/67	X	15	528	9.131	3	6	4	2
10/66	X	12	376	8.684	5	6	1	0	5/67	X	12	425	10.647	5	5	2	0
10/66	W	183	94	--	--	--	--	--	4/67	W	161	109	--	--	--	--	--
10/66	W	238	48	4.0	142	57	39	0	5/67	X	248	58	4.6	144	67	37	0
10/66	Y	86	3.5	--	--	--	--	--	5/67	W	90	3.9	--	--	--	--	--
10/66	X	63	62	--	20	16	14	13	4/67	Y	63	70	--	24	14	10	15
10/66	X	394	47	17.7	274	89	25	6	4/67	Z	401	66	17.7	191	123	66	21
10/66	W	26	41	--	22	4	0	0	5/67	W	26	56	--	10	6	8	2
10/66	W	28	27	--	21	1	6	0	5/67	X	10	38	--	9	1	0	0
11/66	W	89	37	--	46	40	3	0	5/67	W	102	44	--	66	32	2	2
11/66	Y	45	45	--	35	5	4	1	5/67	Z	35	53	--	30	4	1	0
11/66	W	19	47	18.3	11	7	1	0	5/67	X	19	54	18.3	9	7	3	0
11/66	Y	75	507.8	--	66	7	1	1	4/67	Y	100	678.5	--	91	8	1	0
11/66	W	136	64.5	22.7	39	42	23	32	5/67	X	143	71.75	22.7	54	39	25	25

CALIFORNIA READING TEST

PRE TEST AND POST TEST

GRADE 5

READING

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
11/66	W	139	67	21.6	42	42	27	28	5/67	X	149	71	21.3	39	39	30	41
11/66	X	45	45	15.35	35	5	4	1	5/67	Z	35	53	17.10	30	4	1	0
11/66	W	72	11.8	13.8	68	3	0	1	5/67	X	74	22.3	18.2	56	14	3	1
11/66	W	72	27.9	13.8	66	5	0	1	5/67	X	74	26.5	18.2	67	5	0	2
11/66	W	72	36.4	13.8	68	3	0	1	5/67	X	74	48.8	18.2	65	6	2	1
11/66	W	18	19.4	6.0	15	1	2	0	5/67	W	15	21.6	6.2	10	4	1	0
11/66	W	18	24.7	7.9	14	3	1	0	5/67	W	15	30.1	7.7	7	7	1	0
11/66	W	18	44.1	12.5	16	1	1	0	5/67	W	15	51.7	18.6	7	6	2	0
12/66	W	217	46	--	144	50	18	5	5/67	X	215	57	--	145	50	17	3
12/66	X	15	37	--	15	0	0	0	5/67	X	15	41.10	--	5	8	1	1
12/66	W	27	73	--	5	5	7	10	5/67	X	25	79	--	6	5	8	6
12/66	W	104	43.29	--	72	16	14	2	5/67	Y	101	57.2	18.191	64	26	9	2
12/66	W	49	48	21.8	30	10	9	0	4/67	W	53	51	15.71	40	4	6	3
12/66	X	25	29	--	21	1	3	0	11/67	X	47	86	6.1	13	9	11	14
12/66	E	161	72	--	19	24	98	20	5/67	E	173	75	--	21	38	91	23
4/67	W	17	67	.91	5	11	1	--	7/67	X	15	73	.67	3	10	2	--

CALIFORNIA READING TEST

AND

READING GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
5/67	W	82	26	--	76	4	2	--	7/67	X	77	52	--	41	30	3	3
5/67	X	9	81	--	1	3	3	2	7/67	X	9	88	.89	0	4	2	3
5/67	W	18	69.17	18.03	8	6	2	2	7/67	Y	18	65.1	19.05	7	7	3	1
5/67	W	120	71.58	--	18	27	32	43	4/67	X	150	77.90	--	31	51	35	33
5/67	W	8	28.5	6.2	2	4	2	0	5/67	W	5	33	2.3	0	4	1	0
5/67	W	8	33.3	7.6	3	5	0	0	5/67	W	5	45	1.8	0	5	0	0
5/67	W	8	61.8	10.5	1	6	1	0	5/67	W	5	78	1.1	0	5	0	0
6/67	X	28	45	--	24	3	1	0	7/67	X	28	53	--	21	5	2	0
6/67	W	19	69	16	9	4	5	1	8/67	X	18	71	18	2	8	1	7
6/67	Y	103	50	19.59	80	18	5	0	7/67	X	92	53	21.541	66	15	8	3
6/67	X	44	78	13.4	8	15	19	2	7/67	W	41	87.8	13.1	4	8	18	11
6/67	W	24	49.47	--	16	1	5	2	7/67	X	31	63.33	--	19	5	3	3
6/67	W	50	58.3	17.76	20	14	7	9		X	50	69.1	15.81	6	23	6	15

CALIFORNIA READING TEST GRADE 6

PRE-TEST AND POST-TEST

PRE-TEST									POST-TEST								
DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
4/66	W	37	44	--	34	3	--	--	4/67	W	23	55	1.015	23	--	--	--
4/66	Y	592	85	--	296	120	111	65	4/67	Z	573	85	--	278	148	91	56
4/66	Y	140	89	--	65	32	30	13	4/67	Z	143	91	--	67	38	25	13
4/66	Y	452	85	--	231	88	81	52	4/67	Z	430	84	--	211	110	66	43
5/66	Y	100	3.7	--	68	19	13	0	4/67	--	100	4.3	--	91	8	1	0
5/66	W	10	44	--	8	2	0	0	5/67	W	10	48	--	8	2	0	0
5/66	W	10	--	--	8	2	0	0	5/67	W	9	64	--	7	2	0	0
5/66	W	37	65	19.621	13	6	6	12	5/67	W	35	71	20.688	16	13	2	4
5/66	W	12	35	--	4	8	0	0	5/67	Y	12	50	--	1	8	3	0
5/66	Z	101	11.9	--	6	25	17	53	9/66	X	113	11.9	--	39	26	19	29
9/66	W	117	76	--	47	28	18	24	5/67	X	113	90	--	46	25	25	17
9/66	X	82	76	19.68	31	20	12	19	5/67	X	130	81	23.69	55	27	18	13
9/66	E	98	49	22.7	91	7	0	0	3/67	E	97	58	16.7	82	12	2	1
9/66	W	87	54	18.6	71	15	1	0	4/67	X	86	80	16.7	50	25	10	1
9/66	W	42	45.61	1.1	38	3	0	1	5/67	X	42	56.71	.06	34	6	1	1
9/66	W	30	32	7.8	28	1	1	0	5/67	X	30	45	4.8	26	3	1	0
9/66	W	304	66.84	--	52	91	98	63	5/67	X	300	90.64	--	50	93	90	67
9/66	W	285	23	7.14	234	44	5	2	5/67	Z	284	24	6.93	255	19	7	3

CALIFORNIA READING TEST GRADE 6

PRE TEST AND POST TEST

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	X	285	27	8.78	251	25	7	2	5/67	Z	284	35	12.25	219	60	1	4
9/66	X	106	56.8	--	77	22	5	2	5/67	X	102	66.7	--	70	20	8	4
9/66	W&X	73	88	10.8	21	18	14	20	3/67	Y&Z	70	95	10.8	11	22	20	17
9/66	WXYZ	24	54	14.2	7	7	7	3	4/67	WXYZ	24	55	14.2	12	9	2	1
9/66	E	98	49	22.7	91	7	0	0	3/67	E	97	58	22.7	82	12	2	1
9/66	W	42	45.61	1.1	38	3	0	1	5/67	X	42	56.71	.06	34	6	1	1
9/66	X	84	62	--	65	15	3	1	5/67	X	97	58.54	--	79	14	3	1
9/66	W	81	42	--	26	25	16	14	5/67	W	86	48	--	21	21	24	20
9/66	W	95	--	--	--	--	--	--	5/67	X	102	--	--	--	--	--	--
10/66	W	55	44	1.4	51	4	0	0	4/67	Z	54	68	1.4	44	9	0	1
10/66	W	355	45	12	126	94	40	95	5/67	X	348	50	12	149	99	30	70
10/66	W	355	35	11	129	94	58	74	5/67	X	348	39	11	150	82	32	84
10/66	W	233	68	--	94	69	44	26	5/67	W	219	76	24.18	70	76	48	25
10/66	E&W	4	58	--	3	1	0	0	5/67	E&X	4	72	10.66	4	--	--	--
10/66	X	31	42	--	30	1	0	0	4/67	W	28	47	--	28	0	0	0
10/66	C	68	28.62	--	55	13	0	0	5/67	D	66	34.80	9.03	45	18	3	0
10/66	W	150	88	--	--	--	--	--	4/67	W	155	103	--	--	--	--	--

CALIFORNIA READING TEST GRADE 6

PRE TEST AND POST TEST

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
10/66	Y	59	4.2	--	--	--	--	--	5/67	W	58	4.8	--	--	--	--	--
10/66	X	98	71	--	31	35	17	14	4/67	Y	98	78	--	33	33	20	12
10/66	W	395	47	17.7	274	89	25	6	4/67	Z	401	66	17.7	191	123	66	21
10/66	W	8	40	--	8	0	0	0	5/67	W	8	48	--	7	1	0	0
10/66	W	61	52.54	23.57	46	8	3	4	3/67	X	58	62.81	26.89	35	13	5	5
10/66	W	13	57	3.5	7	4	2	0	5/67	X	13	60	9.0	8	4	1	0
10/66	W	76	66.40	--	58	16	2	0	5/67	Y	70	85	--	15	43	10	2
11/66	W	6	20.8	6.8	6	0	0	0	5/67	W	11	23.1	9.1	8	3	0	0
11/66	W	6	23.5	7.7	6	0	0	0	5/67	W	11	35.5	9.1	7	3	1	0
11/66	W	6	44.3	13.5	6	0	0	0	5/67	W	11	58.6	16.5	8	2	1	0
11/66	W	215	50	--	181	24	6	4	5/67	X	210	60	--	187	18	3	2
11/66	W	178	79	--	71	46	24	37	5/67	X	181	87	--	76	39	39	27
11/66	E	113	44.58	--	72	19	19	3	5/67	Y	108	50.3	34.76	92	9	5	2
11/66	W	85	52	--	41	22	12	8	5/67	Z	87	59	--	30	44	10	3
12/66	X	49	89	63	12	8	9	20	2/67	W	49	98	6.8	9	18	11	11
12/66	W	17	75	--	7	6	3	1	5/67	X	17	73	--	9	3	3	2
12/66	W	41	58	18.43	30	10	0	1	4/67	W	42	58	18.68	--	--		

CALIFORNIA READING TEST GRADE 6

PRE TEST AND POST TEST

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
12/66	W	18	46	--	18	0	0	0	5/67	X	18	43	--	18	0	0	0
4/67	X	6	50	--	6	0	0	0	7/67	X	6	55	1.14	5	1	0	0
4/67	W	14	71	.92	11	2	1	0	7/67	X	12	84	.78	5	6	1	0
5/67	X	22	74.22	5	16	4	1	1	6/67	Y	23	79.26	17.24	14	5	4	0
5/67	W	118	75.84	--	37	26	19	36	6/67	X	147	79.9	--	68	38	18	23
6/67	Y	80	57	18.028	73	6	1	0	7/67	X	65	61	16.786	17	37	9	2
6/67	W	31	75	21	16	12	3	0	8/67	X	27	83	20	6	4	3	14
6/67	W	21	64.7	13.12	13	8	0	0	8/67	X	21	70.5	11.15	11	10	0	0
6/67	W	39	46.0	--	30	8	0	1	7/67	X	15	55	--	11	4	0	0
6/67	X	19	88.9	15.4	6	7	6	0	7/67	W	16	96.8	14.3	2	5	6	3
7/67	W	84	48	--	80	1	2	1	7/67	X	69	49.50	--	54	13	2	0
9/67	W	4	37	12.53	4	0	0	0	10/67	X	5	30	11.09	5	0	0	0
9/67	W	35	49.97	16.95	30	5	0	0	10/67	X	35	63.09	17.40	30	4	1	0
9/67	W	23	62	16.43	14	7	2	0	10/67	W	22	66	18.52	11	9	2	0

METROPOLITAN ACHIEVEMENT TEST

GRADE 1 READING

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
4/66	B	10	9	4	10	--	--	--	4/67	C	10	16	3	2	7	0	1
9/66	A	119	--	--	--	--	--	--	5/67	W	107	--	--	--	--	--	--
9/66	A	52	23	--	42	10	--	--	5/67	A	41	10	--	24	12	5	0
9/66	A	302	33	--	211	55	31	5	5/67	B	299	58	--	40	52	118	89
9/66	A	52	23	--	42	10	--	--	5/67	MAT	41	10	--	24	12	5	--
10/66	S	5	20	5.6	3	2	0	0	5/67	R	5	57	10.4	0	1	1	3
4/67	C	65	17.2	8.77	35	26	2	2	8/67	A	61	20.3	8.66	23	18	14	6
5/67	A	42	8	--	8	--	--	--	5/67	A	211	2.3	1.39	165	42	4	0
6/67	A	6	15.5	--	2	1	3	0	6/67	A	4	19.2	--	2	1	1	0
6/67	B	586	7.78	4.1	423	129	29	5	8/67	C	592	10.92	5.2	207	237	103	45
6/67	B	586	11.00	5.5	365	149	55	17	8/67	C	592	13.43	6.3	325	148	76	43
6/67	B	586	11.33	5.7	257	197	128	4	8/67	C	592	14.83	6.9	266	190	111	25

METROPOLITAN ACHIEVEMENT TEST

READING GRADE 3

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	A	195	1.9	.91	188	7	0	0	5/67	A	195	2.3	1.18	168	27	0	0
10/66	B	51	10	--	46	3	0	0	5/67	C	49	17	--	39	4	4	2
10/66	B	25	16	7.4	5	10	8	2	5/67	A	28	23	6.1	4	9	10	5
10/66	A	19	14	6	8	7	1	3	4/67	B	19	19	8.6	6	8	2	3
10/66	A	15	13	6.3	9	5	4	1	4/67	B	19	18	9.8	7	7	3	2
10/66	A	19	12	5.6	9	5	5	0	4/67	B	19	17	7,4	8	5	6	0
10/66	A	19	23	8.2	9	6	1	3	4/67	B	19	15	10.6	7	8	2	2
10/66	B	71	10/6	--	38	29	4	--	5/67	--	72	16.1	--	30	33	9	--
10/66	B	11	19	10.6	0	8	3	0	4/67	B	11	26.3	10.6	1	1	9	0
10/66	B	11	17.1	10.6	2	5	4	0	4/67	C	11	26.2	10.6	1	2	6	2
11/66	A	15	25	--	5	1	7	2	5/67	C	15	28	--	1	6	4	4
11/66	A	46	40	--	4	14	17	11	5/67	B	46	43	--	5	20	10	11
11/66	A	46	41	--	4	19	15	8	5/67	B	46	44	--	7	20	12	7
11/66	A	46	42	--	7	11	16	12	5/67	B	46	45	--	8	13	18	7
1/67	B	34	13.74	5.6	18	16	0	0	5/67	A	35	18.26	5.65	13	14	7	0
6/67	B	314	28.29	11.5	107	64	71	72	8/67	C	275	32.68	10.3	62	42	65	106
6/67	A	3	28.3	--	0	2	1	0	6/67	A	3	37.3	--	0	0	3	0
9/67	A	80	10.03	3.6	46	34	0	0	1/67	B	79	16.66	7.4	44	29	6	0

METROPOLITAN ACHIEVEMENT TEST

READING GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	A	160	2.1	.96	142	18	0	0	5/67	A	160	2.3	1.15	140	17	3	0
9/66	Z	29	59	23	12	7	4	6	5/67	Y	31	70	25	14	6	5	6
9/66	A	37	10.8	3.24	33	3	1	0	5/67	AM	37	12.5	3.87	32	3	2	0
10/66	X	39	22	12.8	38	1	0	0	5/67	Y	35	37	13.9	32	3	0	0
10/66	A	25	14	5.3	15	7	3	0	4/67	B	25	15	6.1	15	8	4	0
10/66	A	25	17	8.8	10	8	6	1	4/67	B	25	21	9.5	10	9	5	1
10/66	A	25	23	9.7	11	3	8	3	4/67	B	25	26	10	10	6	4	5
10/66	A	82	145	--	61	19	1	1	5/67	A	77	30.4	--	42	30	3	2
10/66	AM	205	13	4.29	23	170	11	1	5/67	BM	551	15	5.2	406	112	24	9
10/66	AM	705	13	6.51	544	143	16	2	5/67	BM	551	18	8.7	360	136	47	8
11/66	A	47	25	--	30	16	1	0	4/67	A	43	31	--	31	10	2	0
11/66	W	9	47	12	7	1	1	0	5/67	Y	11	48	14	10	1	0	0
6/67	A	13	20.69	--	6	5	2	0	6/67	A	10	23.8	--	4	4	2	0

METROPOLITAN ACHIEVEMENT TEST

READING GRADE 8

DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	0-Q_1	Q_1-Q_2	Q_2-Q_3	ABOV Q_3
4/66	AM	489	50	--	123	112	99	65	4/67	BM	453	51	--	187	118	81	67
4/66	AM	122	50	--	41	33	27	21	4/67	BM	129	46	--	74	31	11	144
4/66	AM	287	51	--	82	79	72	54	4/67	BM	324	53	--	114	87	70	53
9/66	BM	24	17.0	--	18	6	0	0	5/67	DM	21	17.80	--	14	6	0	1
10/66	A	25	18	8.8	16	7	1	1	5/67	B	25	15	6.4	19	2	4	0
10/66	A	25	19	7.5	19	5	0	1	5/67	B	25	24	9.3	12	6	3	4
10/66	AM	146	18	7.33	114	19	10	3	5/67	BM	83	17	7.5	66	12	3	2
10/66	AM	146	19	8.76	111	22	8	5	5/67	BM	83	22	8.4	58	16	8	1
10/66	A	65	17.8	7.50	38	18	6	3	5/67	AM	65	21.1	7.84	31	20	8	6
10/66	AM	12	48	--	7	5	--	--	5/67	CM	11	21	--	--	--	--	--
11/66	AM	12	48	--	7	5	--	--	5/67	CM	11	21	NA	NA	NA	NA	NA
11/66	AM	63	12	--	36	23	3	1	5/67	AM	55	24.3	--	24	17	8	6
1/67	AM	16	23	--	9	6	0	1	5/67	BM	14	18	--	10	4	0	0

SRA READING TEST

GRADE 3

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$O-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	C	67	44	14.85	16	20	15	16	5/67	C	70	52	12.82	14	20	17	19
11/66	C	27	49	--	4	11	9	3	5/67	D	28	53	--	3	5	13	7
11/66	C	1455	51.89	35.18	1192	195	53	15	5/67	C	835	38.655	46.29	588	152	62	38
12/66	D	49	101	--	--	--	--	--	5/67	D	35	26	--	33	2	0	0
6/67	C	2	54	--	1	0	0	1	7/67	D	2	61	--	0	0	1	1
7/67	C	69	130	NA	--	--	--	--	8/67	D	66	143	NA	--	--	--	--

SRA READING TEST

GRADE 5

			PRE TEST					AND				POST TEST					
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	A	30	32	--	17	9	3	1	5/67	A	27	38	--	16	4	5	2
11/66	C	473	4.8	--	104	123	109	132	4/67	D	475	5.4	--	76	159	109	131
11/66	C	1455	51.89	35.18	1192	195	53	15	5/67	C	835	38.655	46.29	583	152	62	38
11/66	A	74	26	14.15	28	30	12	4	5/67	A	74	26	15.15	28	30	12	4
11/66	C2-4	51	36	--	--	--	--	--	5/67	D	59	37	--	--	--	--	--
3/67	C	15	47	--	6	8	1	--	5/67	D	15	50	--	5	6	3	1
4/67	C	57	38	--	--	--	--	--	7/67	D	55	57	NA	--	--	--	--

CALIFORNIA ACHIEVEMENT TEST

PRE TEST AND POST TEST

MATH GRADE 4

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	W	43	33	4.3	0	6	4	33	4/67	X	43	71	5.8	0	1	4	38
5/66	X	25	14.5	--	2	2	6	15	9/66	Y	38	14.5	--	6	15	8	9
5/66	W	68	7.3	--	0	4	8	56	9/66	X	61	7.3	--	6	26	13	16
5/66	W	51	160	26.71	4	3	3	41	5/67	X	54	40	11.09	23	23	4	4
5/66	W	104	96	21.04	57	3	3	41	5/67	X	123	45	12.78	31	37	23	32
9/66	W	274	45	--	59	75	91	40	5/67	X	267	47	--	54	73	91	49
10/66	W	89	33.35	--	14	24	22	29	10/66	W	89	41.82	--	14	22	18	35
10/66	W	138	48	--	--	--	--	--	4/67	W	139	79	--	--	--	--	--
10/66	W	45	36	--	1	13	24	7	5/67	W	45	58	--	0	0	4	41
11/66	W	146	38	--	33	25	28	60	5/67	X	169	51	--	28	31	28	82
11/66	W	75	8	--	36	38	1	0	5/67	Z	87	27	--	39	44	4	0
12/66	W	45	100	17.7	33	8	4	0	4/67	W	47	94	15.3	20	15	10	2
12/66	W	27	42	--	2	4	7	14	5/67	X	30	47	--	1	8	5	16
4/67	X	2	55	--	--	--	1	1	8/67	W	2	53	--	--	1	--	1
4/67	X	15	41	--	2	5	7	1	7/67	X	13	48	.53	0	4	5	4
5/67	W	90	55	--	63	37	--	--	7/67	W	67	17.47	--	34	14	7	12
6/67	W	22	38	11	8	9	2	3	8/67	X	19	46	11	2	8	3	6

CALIFORNIA ACHIEVEMENT TEST

PRE TEST AND POST TEST

MATH GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
2/66	--	33	46	--	5	11	7	10	3/67	--	29	61	--	5	9	10	5
5/66	X	43	52	13.25	1	12	28	2	5/67	X	60	70	21.27	15	10	9	26
5/66	X	68	9.6	--	7	19	15	27	9/66	Z	45	7.3	--	10	23	7	5
5/66	X	26	14.5	--	1	0	4	21	9/66	WXYZ	25	14.5	--	5	10	4	6
5/66	Y	92	4.0	--	45	43	12	0	5/67	Y	100	4.7	--	49	28	10	13
9/66	E	374	--	.88	78	97	93	106	4/67	E	359	--	.78	82	80	99	98
10/66	W	170	29	1.0	131	26	9	4	5/67	Z	143	41	1.0	118	20	4	1
10/66	W	183	65	--	--	--	--	--	5/67	X	105	43.6	13.3	77	10	13	5
11/66	W	89	20	--	51	36	2	0	5/67	W	102	27	--	58	37	5	2
11/66	W	50	37	5.7	29	17	4	0	5/67	X	49	54	14.6	19	14	5	11
11/66	W	137	53.25	14.4	23	38	36	40	5/67	X	145	57.75	14.4	37	40	29	39
11/66	W	70	13.4	19	63	6	1	0	5/67	X	75	18.2	16.3	62	10	0	3
11/66	W	70	20.27	19	42	19	3	6	5/67	X	75	21.5	16.3	64	8	2	1
11/66	W	72	30.5	19	59	6	2	5	5/67	X	75	38.8	16.3	64	9	0	2
11/66	W	137	51	13.8	23	38	36	40	5/67	X	145	58	15.3	37	40	29	39
12/66	X	30	19	--	23	2	4	1	12/66	X	29	29	--	24	2	1	2
12/66	W	27	60	--	1	2	7	17	5/67	X	25	70	--	4	3	1	17

CALIFORNIA ACHIEVEMENT TEST

			PRE TEST									POST TEST					
DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	AND ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
							MATH		GRADE 5								
12/66	W	43	37	13.03	27	9	5	2	4/67	W	55	79	30.13	27	16	5	7
12/66	-	--	32	--	--	--	--	--	5/67	X	105	43.6	13.3	77	10	13	5
4/67	X	9	71	--	1	1	2	5	7/67	X	9	80	.80	1	0	1	7
4/67	X	3	92	--	--	--	--	3	8/67	W	2	102	--	--	--	--	2
5/67	W	83	35.95	--	60	12	5	6	7/67	WXY	63	111.67	--	19	17	8	19
6/67	W	23	48	14	12	5	3	3	8/67	X	25	65	17	2	3	5	15

CALIFORNIA ACHIEVEMENT TEST

PRE TEST AND POST TEST

MATH GRADE 6

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
1/66	W	345	62	.322	198	77	36	34	1/67	W	361	59	.694	242	45	43	31
4/66	Y	587	79	--	228	87	102	170	4/67	Z	571	74	--	239	113	92	127
4/66	Y	138	80	--	41	21	30	46	4/67	Z	143	77	--	58	23	21	41
4/66	Y	449	79	--	187	66	72	124	4/67	Z	428	73	--	181	90	71	86
5/66	Y	101	5.1	--	19	54	27	1	4/67	Y	100	4.8	--	80	15	4	1
5/66	Z	49	7.3	--	4	10	8	27	9/66	X	67	23.3	--	27	18	21	1
5/66	X	55	14.5	--	4	4	8	36	9/66	-	47	14.5	--	13	15	13	6
9/66	X	82	68	15.58	16	8	18	40	5/67	X	109	74	20.63	48	16	13	32
9/66	W	304	70	--	72	83	90	59	5/67	X	300	74	--	67	84	89	60
9/66	WXYZ	24	55	14.9	9	6	4	5	5/67	WXYZ	24	59	14.9	13	8	2	1
9/66	W	73	73	7.4	5	16	24	28	5/66	W	63	84	7.4	8	21	34	0
10/66	X	31	54	--	29	1	0	1	4/67	W	28	52	--	28	0	0	0
10/66	W	22	53	8.7	12	8	2	0	5/67	X	22	64	7.6	13	7	0	2
10/66	W	150	68	--	--	--	--	--	4/67	W	155	94	--	--	--	--	--
10/66	W	163	34	1	143	6	4	1	5/67	Z	156	45	1	150	5	1	0
11/66	W	85	33	--	33	35	7	10	5/67	Z	87	39	--	38	42	5	2
12/66	W	17	60	--	5	6	3	3	5/67	X	17	73	--	8	2	1	6

CALIFORNIA ACHIEVEMENT TEST

MATH AND GRADE 6

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
12/66	W	39	51	13.78	21	14	3	1	4/66	W	39	50	14.07	--	--	--	--
12/66	X	49	64	6.1	5	14	12	18	2/67	W	52	75	6.7	17	15	9	11
4/67	X	6	96	--	--	--	--	--	8/67	W	6	105	--	--	--	--	6
4/67	X	6	44	--	6	--	--	--	7/67	X	6	41	.79	6	--	--	--
5/67	W	85	40	--	77	8	0	0	7/67	X&Y	66	48	--	20	28	8	10
6/67	W	36	62	14	23	6	7	0	8/67	X	32	76	18	6	3	8	15

CALIFORNIA READING TEST

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	OR ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
							READING		GRADE 2								
NO PRE TEST GIVEN									4/67	W	324	71	0.7	154	63	54	53
10/67	W	127	99.4	--	124	3	0	0	NO POST TEST GIVEN								

CALIFORNIA ACHIEVEMENT TEST

READING GRADE 4

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	OR ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
4/66	Y	100	3.2	--	66	30	1	3	NO POST TEST GIVEN								
9/66	W	111	88.2	--	96	11	3	1	NO POST TEST GIVEN								
9/66	W	1301	4.3	--	--	--	--	--	NO POST TEST GIVEN								
10/66	W	47	61	--	35	8	2	2	NO POST TEST GIVEN								
4/67	Y	100	3.5	--	70	20	3	7	NO POST TEST GIVEN								
NO PRE TEST GIVEN									4/67	X	348	45	0.5	192	50	34	72
NO PRE TEST GIVEN									5/67	X	67	59.6	18.8	25	10	17	15

CALIFORNIA READING TEST

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	OR ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	O-Q_1	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
									READING		GRADE 5						
9/66	X	84	152.7	--	51	19	12	2	NO POST TEST GIVEN								
5/67	W	87	5.8	--	13	29	21	24	NO POST TEST GIVEN								
NO PRE TEST GIVEN									5/67	X	52	77.13	19.384	17	8	13	14
NO PRE TEST GIVEN									5/67	X	66	91.8	12.570	5	8	21	32
NO PRE TEST GIVEN									4/67	X	373	61	0.9	200	49	54	70
5/67	W	87	5.8	--	13	29	21	24	NO POST TEST GIVEN								

CALIFORNIA ACHIEVEMENT TEST

PRE TEST

OR

READING GRADE 6

DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
9/66	W	105	168.1	--	88	12	3	2	NO POST TEST GIVEN								
10/66	W	124	121	--	108	5	10	1	NO POST TEST GIVEN								
10/66	W	8	20	--	8	0	0	0	NO POST TEST GIVEN								
NO PRE TEST GIVEN									4/67	Y	365	73	1.2	226	59	42	38

METROPOLITAN ACHIEVEMENT TEST

GRADE 1 READING

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	OR ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
9/66	--	317	47.69	10.18	--	--	--	--	NO POST TEST GIVEN								
9/66	A	121	38.9	--	63	36	18	4	NO POST TEST GIVEN								
10/66	S	224	--	--	47	36	42	99	NO POST TEST GIVEN								
10/66	A	251	4.6	7.48	100	85	43	23	NO POST TEST GIVEN								
NO PRE TEST GIVEN									4/67	A	23	16	7.3	16	3	2	2
NO PRE TEST GIVEN									4/67	A	23	17	7.1	16	4	2	1
NO PRE TEST GIVEN									4/67	A	23	19	9.4	12	7	1	3
NO PRE TEST GIVEN									5/67	--	181	99	6.7	50	45	46	47
NO PRE TEST GIVEN									8/67	A	53	61	--	2	12	30	9
8/67	A	28	13	--	21	3	3	1	NO POST TEST GIVEN								

CALIFORNIA ACHIEVEMENT TEST

OR

MATH GRADE 4

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
4/67	Y	100	3.8	--	21	56	18	5	NO POST TEST GIVEN								
10/66	W	47	61	--	35	8	2	2	NO POST TEST GIVEN								
9/66	W	1300	4.7	--	--	--	--	--	NO POST TEST GIVEN								
4/67	Y	100	4.6	--	22	23	12	43	NO POST TEST GIVEN								
NO PRE TEST GIVEN									4/67	E	108	37	14.4	43	32	23	10
NO PRE TEST GIVEN									4/67	E	108	37	14.4	43	32	23	10

CALIFORNIA ACHIEVEMENT TEST

MATH OR GRADE 5

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q\ \text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0\text{-}Q_1$	$Q_1\text{-}Q_2$	$Q_2\text{-}Q_3$	ABOVE Q_3
9/66	X	1254	5.4	--	--	--	--	--	NO POST TEST GIVEN								
5/67	W	87	6.2	--	11	22	21	33	NO POST TEST GIVEN								
5/67	W	87	6.2	--	11	22	21	33	NO POST TEST GIVEN								
NO PRE TEST GIVEN									4/67	Y	372	51	93	197	33	47	95
NO PRE TEST GIVEN									5/67	X	66	79.2	16.190	2	4	11	49
NO PRE TEST GIVEN									5/67	X	105	43.6	13.319	77	10	13	5
NO PRE TEST GIVEN									5/67	X	52	70.33	14.538	8	6	7	31

CALIFORNIA ACHIEVEMENT TEST

MATH GRADE 6

PRE TEST									POST TEST								
DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	OR ABOVE Q_3	DATE	FORM	N.	R.S.	S.D.	$0-Q_1$	Q_1-Q_2	Q_2-Q_3	ABOVE Q_3
10/66	W	124	121	--	108	6	9	1	NO POST TEST GIVEN								
NO PRE TEST GIVEN									3/67	E	97	56	14.4	77	14	6	0
NO PRE TEST GIVEN									4/67	Y	364	60	0.9	231	48	27	58
NO PRE TEST GIVEN									3/67	--	97	56	14.4	77	14	6	0

APPENDIX B

ATTENDANCE DATA

AVERAGE DAILY ATTENDANCE AND AVERAGE DAILY MEMBERSHIP

	TITLE I SCHOOLS				NON-TITLE I SCHOOLS	
	ALL TITLE I SCHOOLS		TITLE I SCHOOLS WITH 1/3+ ELIGIBLE PARTICIPANTS			
GRADE	ADA	ADM	ADA	ADM	ADA	ADM
12	25,295	27,085	9,095	9,472	15,434	16,917
11	28,421	30,339	10,517	11,326	17,253	19,184
10	33,617	36,279	12,457	13,577	20,323	21,770
9	38,559	42,301	15,060	16,512	22,757	24,822
8	41,039	44,202	17,610	18,889	24,493	26,673
7	42,704	45,631	19,085	20,495	25,995	28,133
6	41,021	43,627	19,147	20,570	29,087	31,613
5	42,008	45,227	20,040	21,637	29,666	32,105
4	43,076	46,573	20,483	22,023	30,389	32,704
3	43,018	46,463	20,658	22,372	30,656	32,953
2	44,134	47,015	21,109	22,876	31,479	34,134
1	46,435	51,682	22,329	24,899	32,742	35,723
K	6,869	7,806	2,263	2,589	5,871	6,428
TOTAL	476,196	514,120	209,853	227,237	316,145	343,159

APPENDIX C

DROPOUT DATA

DROP-OUTS

GRADE	ALL TITLE I SCHOOLS	TITLE I SCHOOLS WITH 1/3 OR MORE ELIGIBLE PARTICIPANTS	ALL NON-TITLE I SCHOOLS
12	1,237	508	464
11	2,218	896	928
10	2,892	1,171	1,194
9	2,952	1,201	1,060
8	1,640	789	1,461
7	695	342	143
6	230	116	37
5	160	98	18
4	102	70	5
3	50	29	8
2	152	26	11
1	168	79	90
TOTAL	12,397	5,319	4,027
NO. OF SCHOOLS	935	450	576

DROP-OUT RATES

GRADE	ALL TITLE I SCHOOLS	TITLE I SCHOOLS WITH 1/3 OR MORE ELIGIBLE PARTICIPANTS	ALL NON-TITLE I SCHOOLS
12	4.15	5.34	2.13
11	7.10	7.10	4.16
10	7.35	8.85	5.11
9	6.41	7.45	4.67
8	3.31	4.33	5.13
7	1.24	1.14	1.43
6	.23	.12	.04
No. of Dropouts*	12,397	5,319	4,027
Total No. Of Students	514,120	227,237	343,159
No. of Schools	935	450	576

*This figure also includes negligible grades 1-5.

DROP-OUTS BY SEX, ABILITY AND PRIMARY REASONS FOR LEAVING BEFORE GRADUATION—1966-67

	ABILITY LEVEL	UPPER 4th		2nd 4th		3rd 4th		LOWER 4th		NO DATA		TOTAL		TOTAL M & F	%
	SEX	M	F	M	F	M	F	M	F	M	F	M	F		
	WORK	62	16	251	54	568	121	1134	189	222	46	2237	426	2663	18.4
	MARRIED	13	184	33	462	54	616	71	689	11	151	182	2102	2284	15.8
	ARMED SERVICES	25	1	74	3	130	2	167	2	54	0	450	8	458	3.1
	ILLNESS	17	49	51	104	69	171	100	218	18	70	255	612	867	6.0
	LACK OF INTEREST	94	39	268	121	675	336	1335	505	277	104	2649	1105	3754	26.0
	HOME SITUATION	17	24	40	79	115	149	231	196	42	34	445	482	927	6.4
SCHOOL CONFLICT	LEFT VOLUNTARILY	12	18	39	30	119	93	237	131	53	28	454	300	754	5.2
	EXPELLED	10	9	34	16	61	15	120	23	18	6	243	69	312	2.1
	SUSPENDED	10	0	33	6	40	10	96	27	15	11	194	54	248	1.7
	POOR SCHOLARSHIP	11	4	41	19	124	79	590	266	46	40	812	408	1220	8.4
	UNCLASSIFIED	22	47	60	82	84	121	173	205	95	36	434	491	925	6.4
	TOTAL DROPOUTS	295	391	924	976	2039	1713	4254	2451	851	526	8361	6057	14418	99.5
	EXIT INTERVIEW	231	281	689	674	1461	1217	2962	1672	526	326	5869	4170	10039	69.6

INTERPRETATION AND COMMENTARY

Georgia school counselors reported there were 14,418 dropouts, 8,361 males and 6,057 females, from grades 9-12 for the 1966-67 school year. Current statistics are not available as to the number of this group who have re-entered schools in the fall of 1966.

Six hundred eighty four or 4.4 per cent of the total number of drop-outs in the "Upper fourth" ability group which was characterized by having more female than male drop-outs, dropped out of school primarily for marriage and secondarily for a lack of interest.

There were 1900 drop-outs or approximately 13 per cent of the total number of drop-outs in the "Second fourth" ability group. Twenty-six per cent of this group left because of a lack of interest; 18 per cent left to go to work; 18 per cent left because of marriage (the majority of those leaving because of marriage were female) and 7 per cent left due to difficult home situations.

Six thousand seven hundred five students or approximately 47 per cent of the drop-outs were in the "Lower fourth" ability group. Twenty-seven per cent of these students have left school because of a lack of interest; 19 per cent left to go to work; poor scholarship caused approximately 13 per cent of the students in the lower ability level to drop out; and 11 per cent of the drop-outs in this group were due to marriage. There was no ability data available for nine per cent of Georgia's school drop-outs; however, their primary reason for dropping out of school was also a lack of interest.

The school counselor, principal and/or teachers held exit interviews with 10,037 or 69 per cent of the drop-out studen This is a five per cent increase over the number of students given exit interviews during the 1965-66 school term.

AGE AND PER CENT OF DROP-OUT TOTAL

NUMBER	12	13	14	15	16	17	18 and above
PER CENT	0.2	0.9	3.9	12	35	27	20

APPENDIX D

CONTINUING GRADUATE DATA

GRADUATES FROM TITLE I PROJECT HIGH SCHOOLS CONTINUING EDUCATION BEYOND HIGH SCHOOL

	ALL TITLE I SCHOOLS	TITLE I SCHOOLS WITH 1/3 OR MORE ELIGIBLE PARTICIPANTS	ALL NON-TITLE I SCHOOLS
TOTAL NUMBER OF GRADUATES	25,495	9,773	15,590
AVERAGE SIZE OF GRADUATING CLASS	100	72	104
PERCENT OF CONTINUING GRADUATES	41%	37%	70%
NUMBER OF SCHOOLS	282	141	136

APPENDIX E

SPECIAL REPORT ON PROGRAMS FOR THE HANDICAPPED

(Under Separate Cover)
(December 15, 1967)

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES

December, 1967

REPORT ON TITLE I FOR EXCEPTIONAL CHILDREN
PL 89-10, ESEA

I. Number of school systems having Title I projects exclusively for exceptional children

A.	Speech therapy (128)	---	4
B.	Special education for handicapped (129)	---	19
C.	Other projects	---	35
		Total	58*

II. Title I allotment

A.	Total allotment			---	$32,643,630**
B.	Total allotment for 58 school systems			---	$10,554,229
C.	Total allotment for 58 school systems for exceptional children				
	1. Instructional	---	$748,935		
	2. Service	---	$169,557		
					$ 918,492
D.	Percentage of funds spent of total allotment for exceptional children			---	2.8%

E.	Percentage of funds spent by 58 school systems for exceptional children	---	8.7%
III.	Estimated number of teachers employed under Title I		
A.	Mentally retarded	---	28
B.	Speech	---	11
C.	Others	---	5
	Total		44
IV.	Number of school systems visited by Consultant, Title I, during school year 1966-1967	---	63
V.	Number of children participating in these projects		

(See attached sheets)

* There are 195 local school systems in Georgia.

** This cost does not include Public Law 89-313 funds.

+ + +

Report prepared by:

Alex S. Wawrzyniak
Consultant, Title I, ESEA
Division for Exceptional Children

ASW:lk

INSTRUCTIONAL AREA

CATEGORY/COUNTY	TYPES OF EXCEPTIONAL CHILDREN								Average Cost Per Child	TOTAL COST
	CRIP	HHD	MR	ED	SPCH	VH	OHI	Total		
111 - Art (4)*			123		6			129	11.00	$ 1,486.00
113 - Cultural Enrichment (1)			57					57	25.00	1,425.00
114 - English (1)			16					16	52.00	832.00
116 - Reading (20)	2	1	661		267	2	1	934	57.00	53,477.00
121 - Mathematics (3)			95		88			183	103.00	18,986.00
122 - Music (6)			208		6			214	25.00	5,454.00
123 - Physical Education (9)			278		9			287	18.00	5,137.00
125 - Science (3)	2	1	98		72	2	1	176	17.00	3,022.00
126 - Social Studies/Sciences(2)			73					73	15.00	1,120.00
127 - Gen. Elem/Second. Ed. (3)	2	1	59		72	2	1	137	39.00	5,308.00
128 - Speech Therapy (4)					490			490	39.00	19,332.00
129 - Special Education (19)	27	32	1459	40		26	595	2179	242.00	529,335.00
130 - Vocational (2)			21		72			93	49.00	4,572.00
133 - Teacher-Aides (4)	8	12	109	30		200		359	76.00	26,590.00
134 - Other (Materials) (3)			18					18	6.00	108.00
134 - Other (Classroom) (4)			199					199	366.00	72,664.00
Subtotal	41	47	3453	70	1010	232	598	5451	73.00	$748,935.00

*The number in parenthesis represents the number of local school systems with a project in that

SERVICE AREA

CATEGORY/COUNTY	TYPES OF EXCEPTIONAL CHILDREN								Average Cost Per Child	TOTAL COST
	CRIP	HHD	MR	ED	SPCH	VH	OHI	Total		
212 - Food/Lunch (20)	12	24	870			10	12	928	45.00	$ 41,442.00
214 - Clothing (4)			49					49	12.00	629.00
216 - Health (14)	12	5	700	100		62	6	885	23.00	20,353.00
217 - Psychiatric Services (3)	5	2	20	150		5	6	188	39.00	7,453.00
218 - Psychological Services(9)	12	6	607	175		10	48	858	42.00	43,104.00
219 - School Social Work (2)	12	24	200	104		12	12	364	14.00	5,200.00
220 - Attendance Services (2)			35					35	38.00	1,335.00
221 - Guidance/Counseling (4)			230					230	4.00	966.00
222 - Library Services (5)			195					195	38.00	6,977.00
223 - Curriculum Materials Cent.(2)	9		112		35	7		163	23.00	4,203.00
224 - Tutoring/After School (1)			31					31	59.00	1,829.00
225 - Transportation (6)	8	12	292			6	8	326	41.00	13,532.00
226 - Related Services/Parent(2)			46	100				146	16.00	898.00
227 - In-Service Training (4)			89	100	72			261	28.00	7,516.00
228 - Pre-Service Training (2)	12	24	420	30		16	390	892	120.00	13,400.00
229 - Other (Bookmobile, ETV)(2)			65					65	10.00	720.00
subtotal	82	97	3961	759	107	128	482	5616	35.00	$169,557.00
GRAND TOTAL	123	144	7414	829	1117	360	1080	11067	$108.00	$918,492.00

APPENDIX F

SPECIAL REPORT ON FOOD SERVICE

~~(Under Separate Cover)~~
~~(December 15, 1967)~~

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

November 30, 1967

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

ALLEN C. SMITH
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF SCHOOL ADMINISTRATIVE SERVICES

MEMO TO: Dr. Edward Barnes, Coordinator, Measurement & Evaluation Services
50 Whitehall Street, S. W., Atlanta, Georgia

FROM: Mrs. Mamie F. Marshall, Program Consultant, School Food Service
121 State Office Building, Atlanta, Georgia

SUBJECT: Evaluation of Title I School Food Service Programs

To assist systems in evaluating the School Food Service Project a suggested guide for evaluating this program was sent to all systems. Most of the systems used the suggested guide in evaluating the School Food Service Project. A copy of the memo sent to the systems is attached.

Many systems used the Food Record and Food Survey Forms to determine the adequacy of the diet and the role that Title I played in meeting the daily food needs. Some of the data secured by these instruments is given below.

A tabulation of 3,000 Food Surveys of students from 4 - 12 grade showed that:

1. Thirty-eight percent (38%) of those surveyed do not always have lunch.

2. Forty percent (40%) of those surveyed do not always eat breakfast.

3. (a) Approximately seventy percent (70%) have milk at lunch (milk at school.)

   (b) Approximately twenty-seven percent (27%) have milk at supper.

   (c) Approximately forty-four percent (44%) have milk at breakfast (influenced by supplemental feedings at school).

   (d) Approximately twenty-three percent (23%) have milk between meals (again, influenced by supplemental feedings at school).

4. (a) Approximately seventy percent (70%) eat meat daily.

   (b) Approximately twenty-three percent (23%) eat meat every other day.

   (c) Approximately seven percent (7%) eat meat once a week.

5. Only eighteen percent (18%) had a good source of Vitamin C daily.

   Which means seventy-eight percent (78%) of these children consume an inadequate amount of this vital nutrient.

6. Only thirty-five percent (35%) consume one egg daily.

The Food Records of 265 eight year old boys and girls revealed the following concerning the adequacy of diets for these children:

PERCENTAGE OF STUDENTS MEETING RDA

	MALES (125)	FEMALES (140)
CALORIES	14%	13%
PROTEIN	41%	51%
CALCIUM	36%	36%
Fe	14%	13%
VITAMIN A	62%	70%
B_1	60%	68%
RIBOFLAVIN	45%	45%
NIACIN	11%	16%
ASCORBIC ACID	38%	44%

PERCENTAGE OF STUDENTS MEETING RDA

(237 - 8 Year Olds)

% OF CALORIES GAINED FROM SNACKS (50% of students)	CAL.	PRO.	CAL.	Fe	V. A.	B_1	RIBO.	NIACIN	V. C.
0 - 3%	4%	27%	17%	2%	59%	48%	27%	5%	30%
4 - 7%	7%	69%	63%	19%	75%	88%	75%	19%	82%
8 - 11%	0%	70%	50%	0%	40%	90%	60%	0%	50%
12 - 15%	0%	50%	38%	0%	75%	75%	63%	38%	50%
16 - 19%	0%	50%	25%	0%	88%	75%	50%	13%	63%
20 - 23%	31%	77%	70%	39%	70%	85%	70%	23%	54%
24 - 27%	25%	83%	67%	25%	59%	100%	75%	50%	67%
28 - 31%	19%	75%	69%	19%	75%	75%	69%	13%	44%
32 - 43%	42%	67%	67%	34%	75%	67%	67%	25%	59%
44 - 47%	28%	55%	64%	19%	82%	63%	73%	19%	37%
48%	12%	23%	23%	23%	67%	78%	23%	12%	23%

	PERCENTAGE OF RDA FROM LUNCH ALONE	PERCENTAGE OF DAY'S TOTAL NUTRIENTS FROM LUNCH ALONE
CALORIES	26%	37%
PROTEIN	41%	40%
CALCIUM	40%	44%
Fe	26%	38%
VITAMIN A	78%	46%
B_1	42%	35%
RIBOFLAVIN	42%	40%
NIACIN	27%	38%
VITAMIN C	46%	49%

From the results of the Food Surveys and Food Records it is apparent that many of these children have a diet which is inadequate in over half of the nutrients. If Title I did not provide these children with some nourishing foods during the school day the diets would probably be 40% - 50% lower in each nutrient.

It is apparent that nutrition education is greatly needed for these students in addition to supplying them with nourishing foods. A few schools made some progress in nutrition education both at school and at home. A pilot study for the 1967-68 school year is designed to measure the effectiveness of a nutrition education program in selected Title I schools and it is hoped this study will provide direction in nutrition education for these children.

The following comments from principals and teachers were reiterated in almost every evaluation of the 131 systems evaluating effectiveness of the Title I School Food Service:

1. Only balanced meal the child gets all day. (Before Title I, child brought bread wrapped in newspaper, or brought nothing.)
2. Increased attention span in classwork.
3. Children were more alert.
4. Increased stamina.
5. Improved coordination.
6. Increased classroom participation.
7. Fewer discipline problems.
8. Happier and more sociable. (Sullen personalities changed to a more overt personality.)
9. Reduced hostility and belligerency.
10. Learned to eat more nourishing foods at school and at home.
11. Fewer complaints of headaches and sickness from hunger!

One system reported:

> "The lunches helped alleviate the tired headachy, listless children, upgraded their performance, and cut down on absenteeism."

COMPARISON OF ABSENTEEISM

	BEFORE TITLE I SCHOOL FOOD SERVICE 1965-66	1966-67
Highest Absentee	72 days absent	24 days absent
Lowest Absentee	1 day	5 children with perfect attendance

Another system reported:

> "Although lunch at school cannot be solely credited for the increased attendance, it is thought by the teachers and principals to attribute to the 33% increased attendance in 1966-67 over 1965-66."

The schools which performed the Plate Waste Surveys reported that there was little or no plate waste in most cases. In cases of plate waste it was usually attributed to an unfamiliar food.

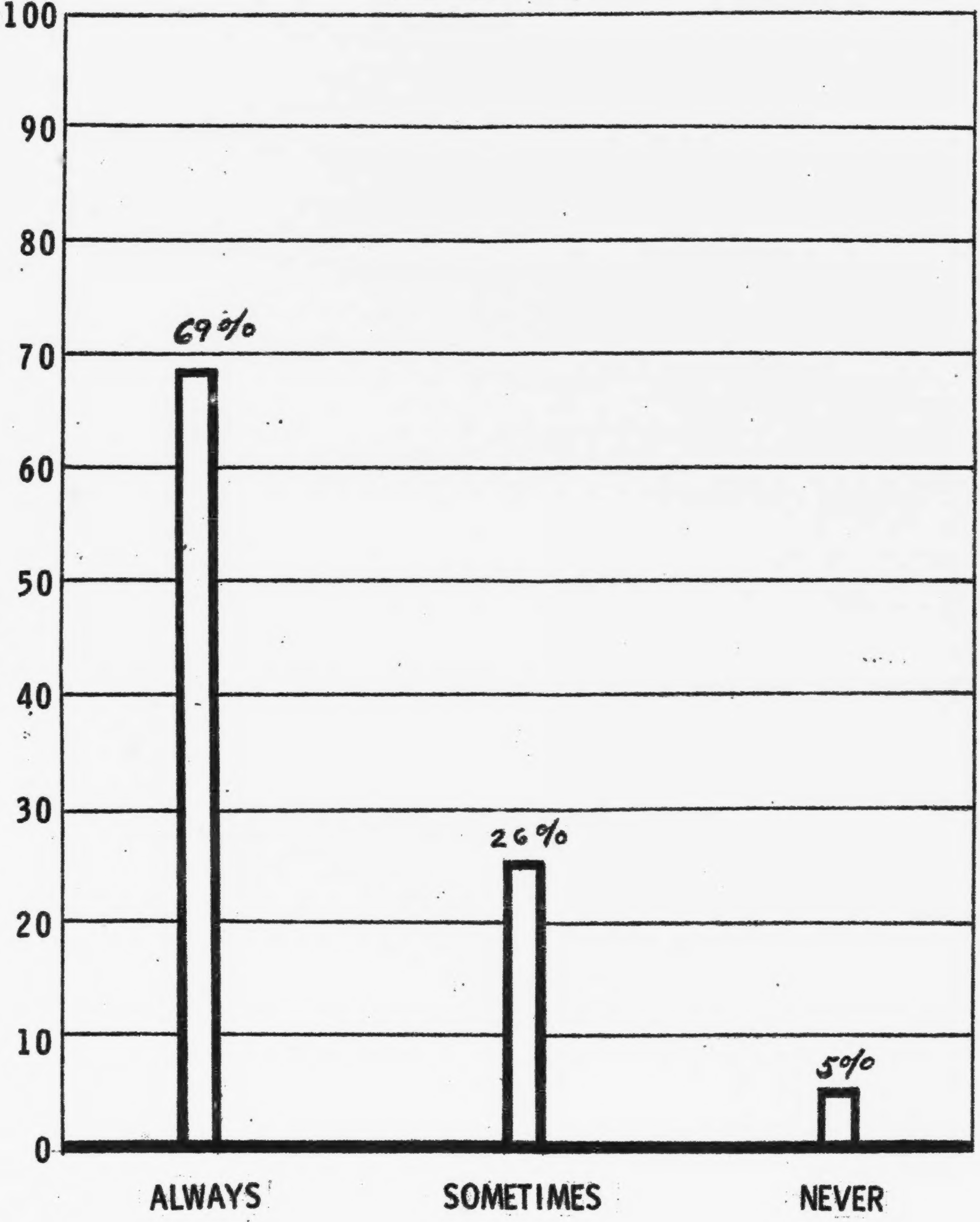
Attached are some "Case Reports" and "System Evaluations" which are samples of the kinds of progress that is being attributed entirely or in part to the Title I School Food Service Program.

From all the reports submitted there is little doubt that Title I School Food Service has given impetus to the teaching program and the physical, mental and emotional development of the participating children.

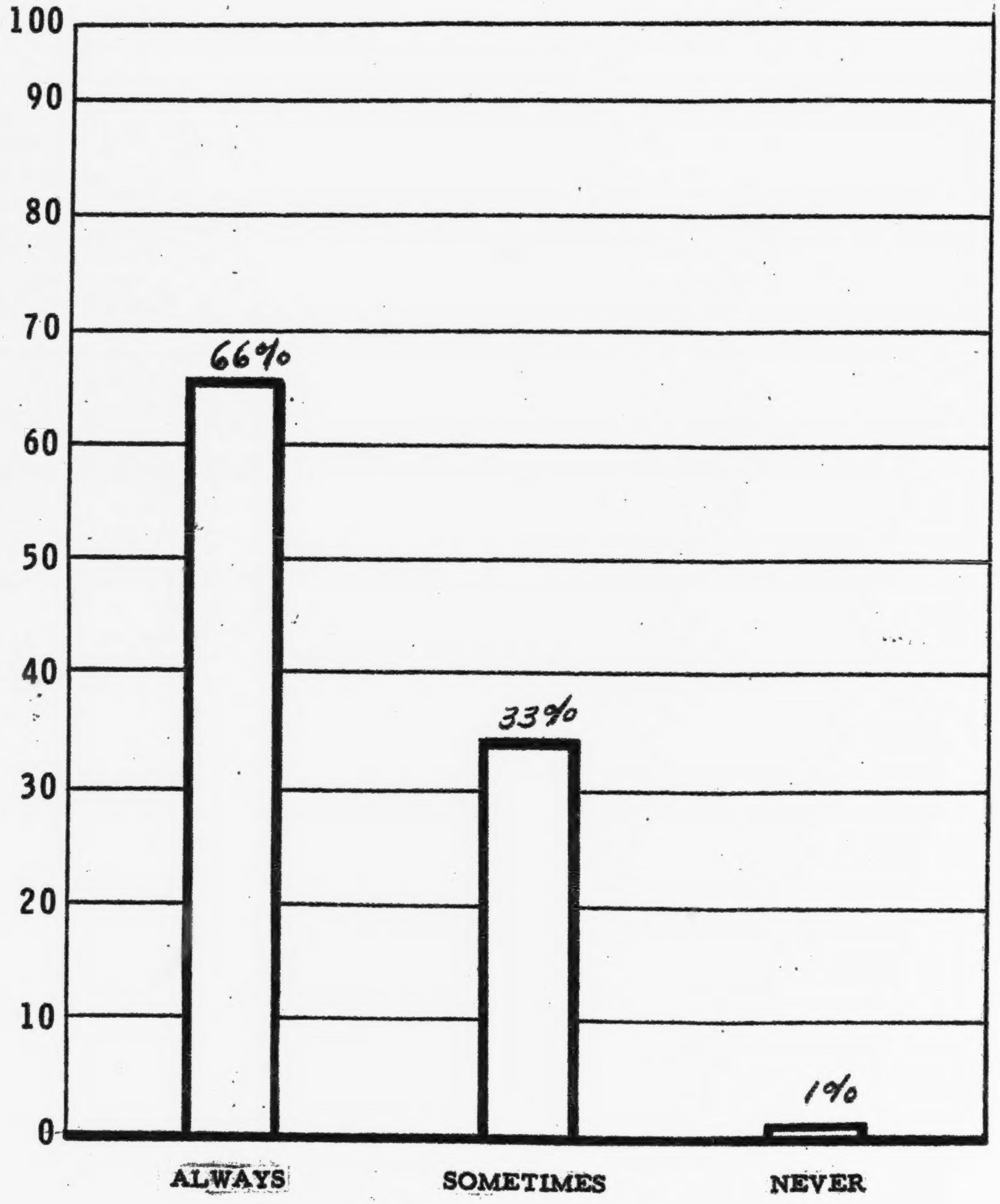
MM/tn

PERCENT OF STUDENTS EATING BREAKFAST

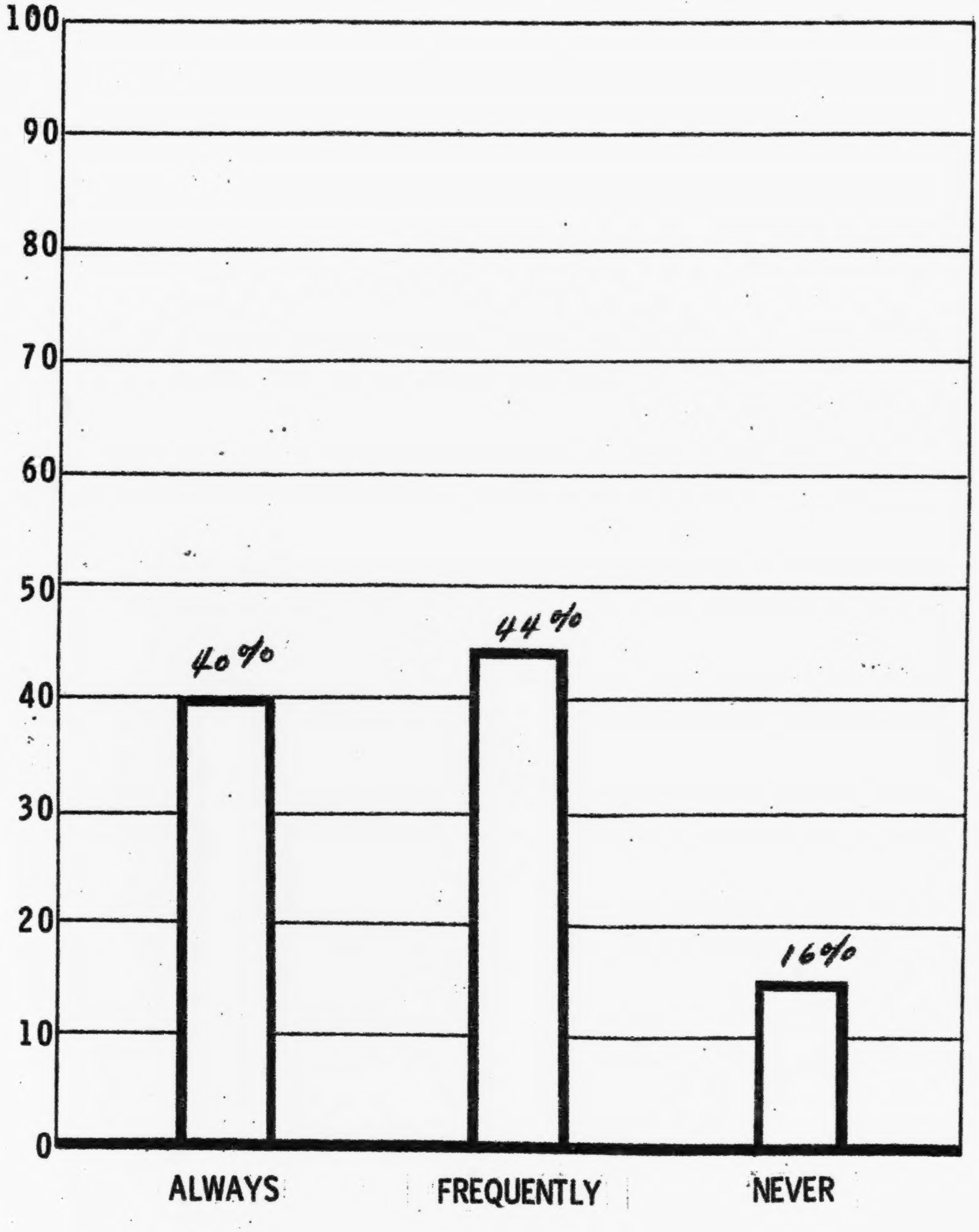
(GRADES 8-12)



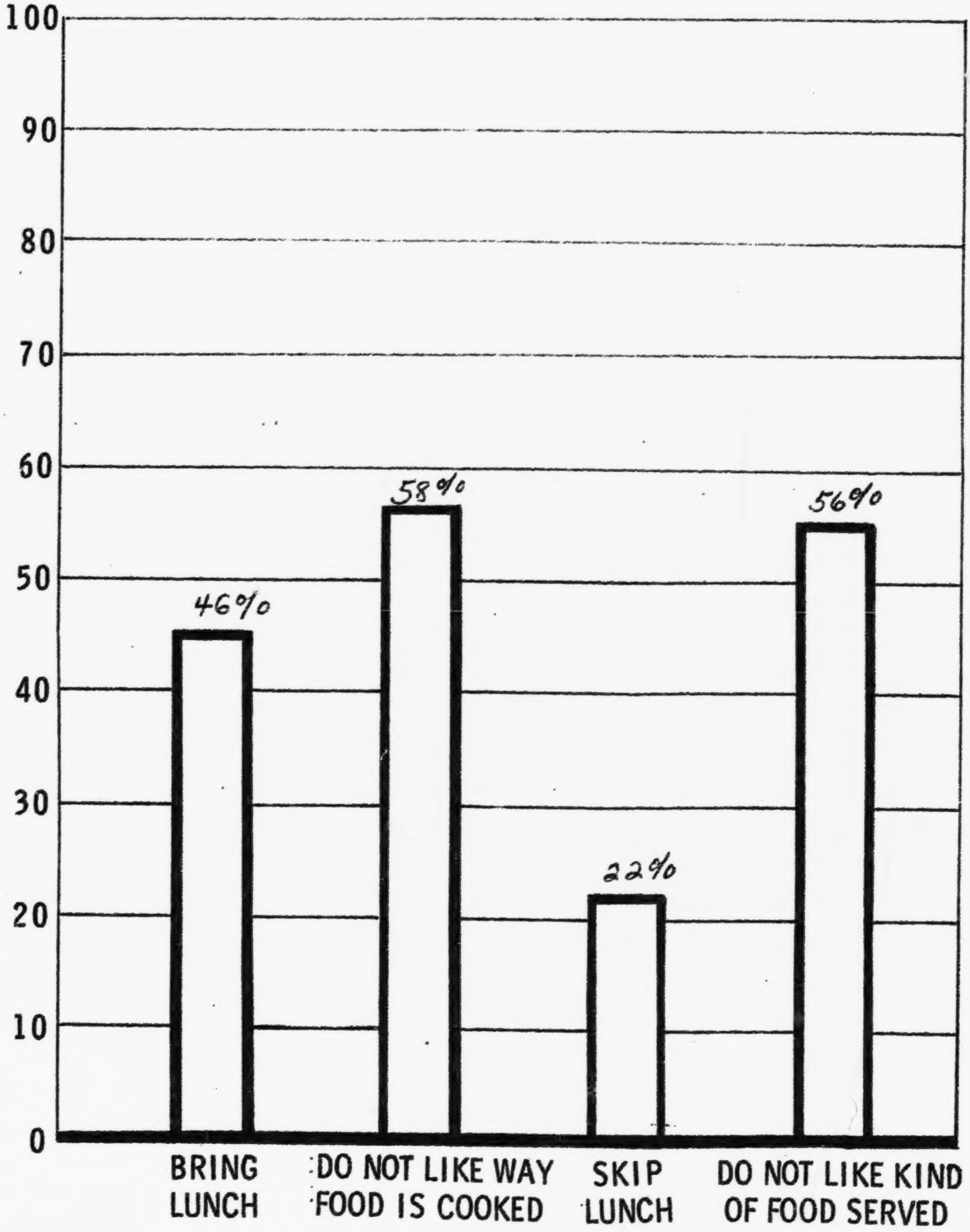
PERCENT OF STUDENTS EATING LUNCH



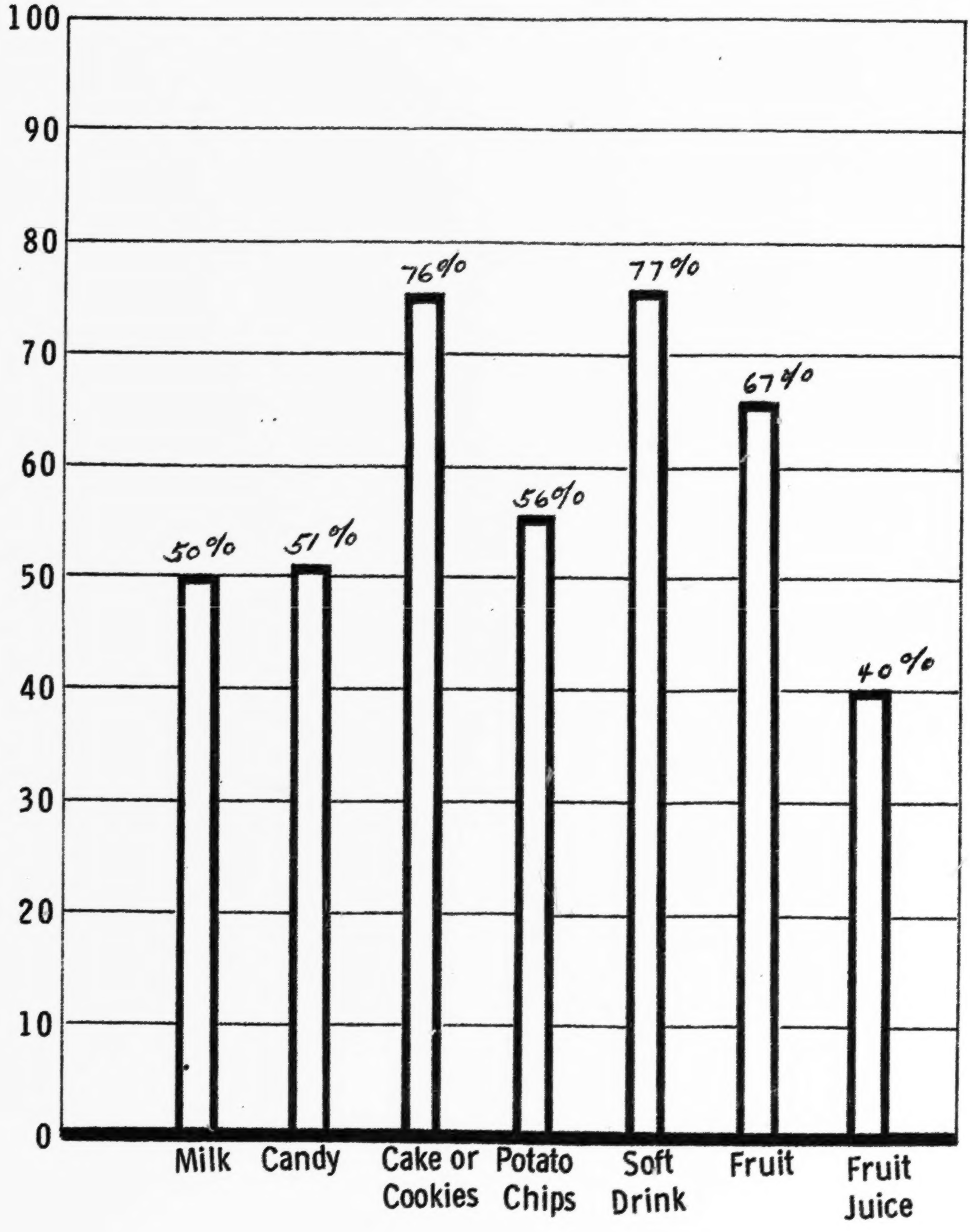
PERCENT OF STUDENTS EATING IN SCHOOL LUNCH ROOM



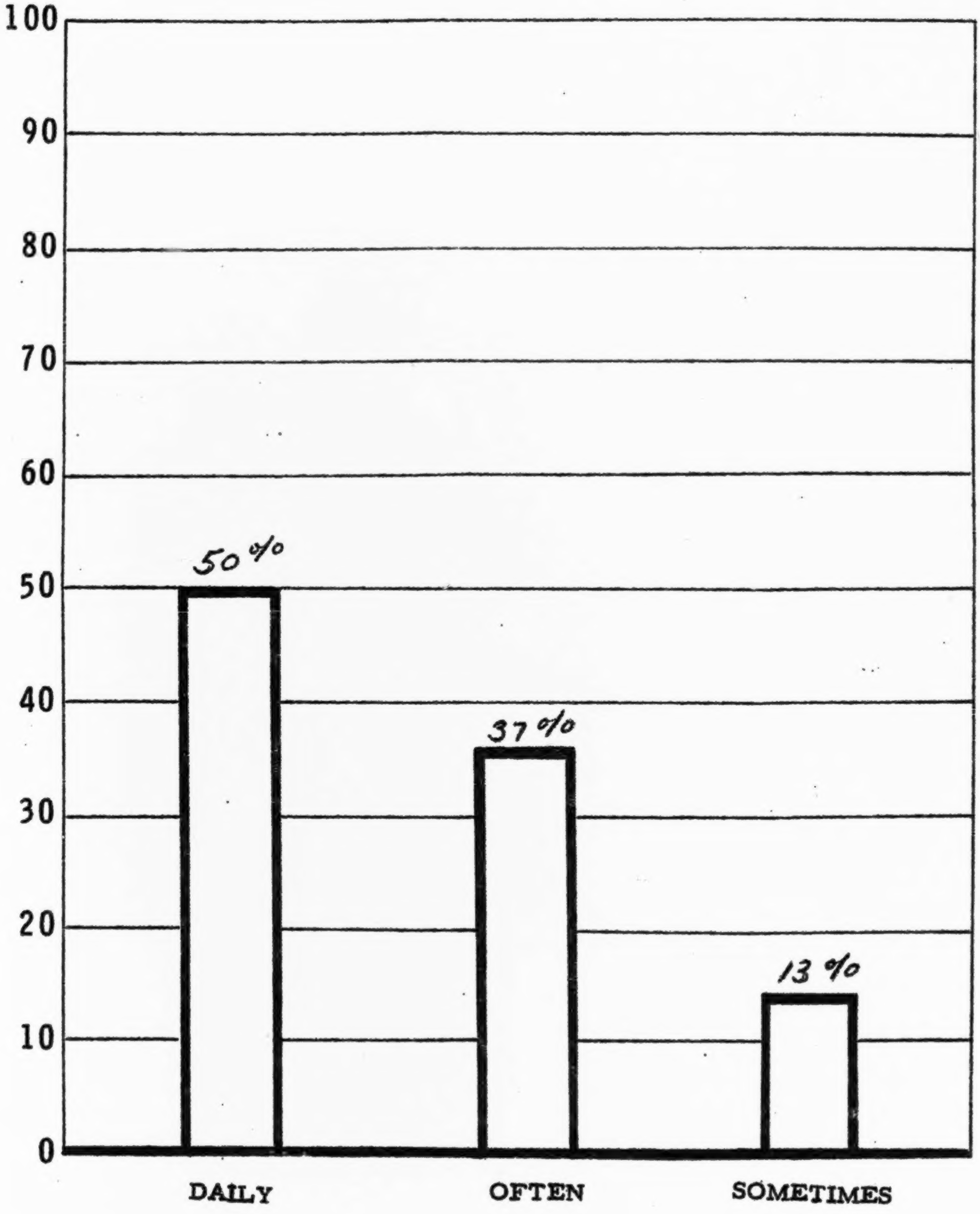
REASONS FOR NOT EATING IN SCHOOL LUNCH ROOM



FOODS STUDENTS EAT BETWEEN MEALS

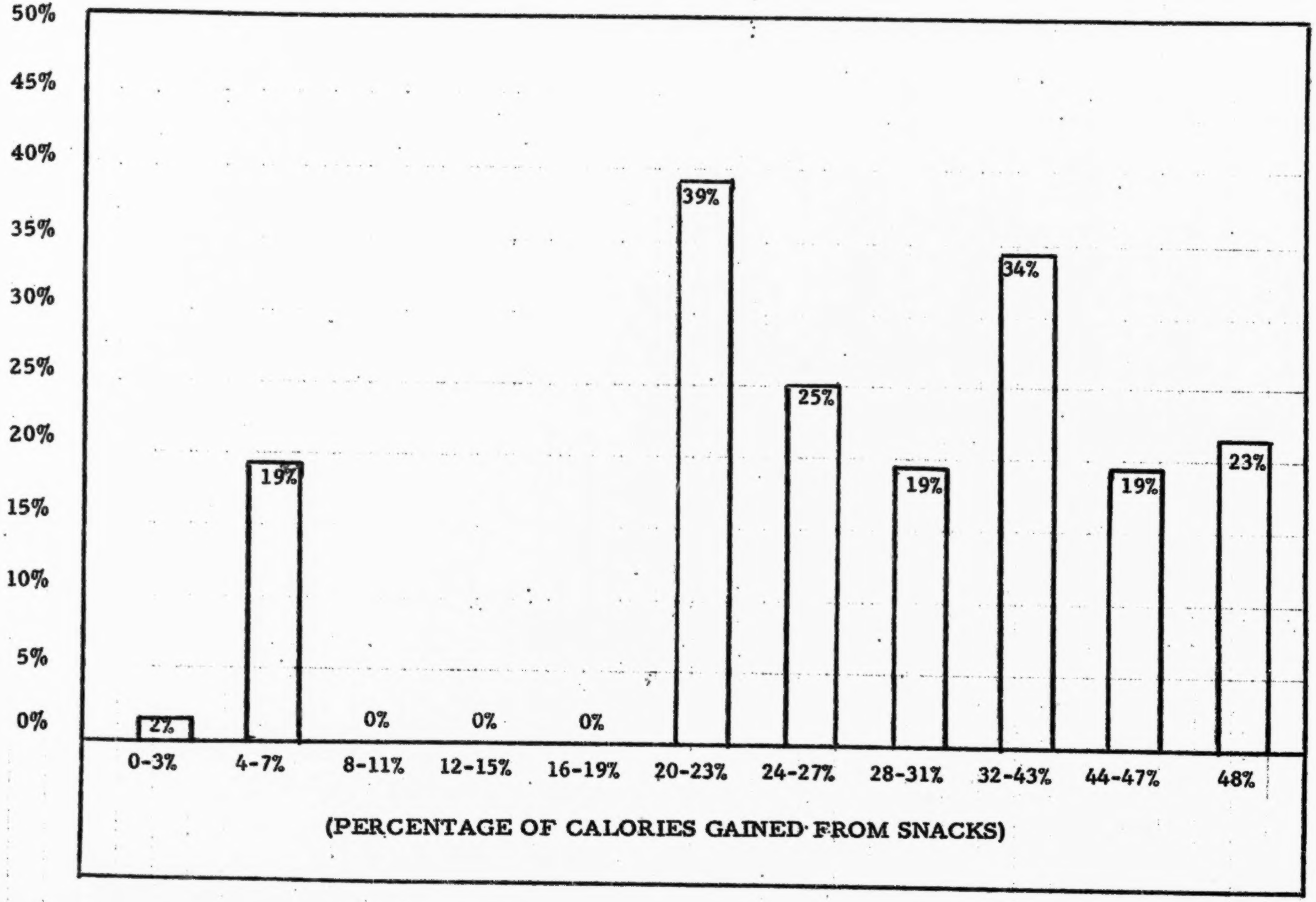


PERCENT OF FREQUENCY STUDENTS EAT OR DRINK JUICE OF ORANGE, GRAPEFRUIT, OR TOMAO



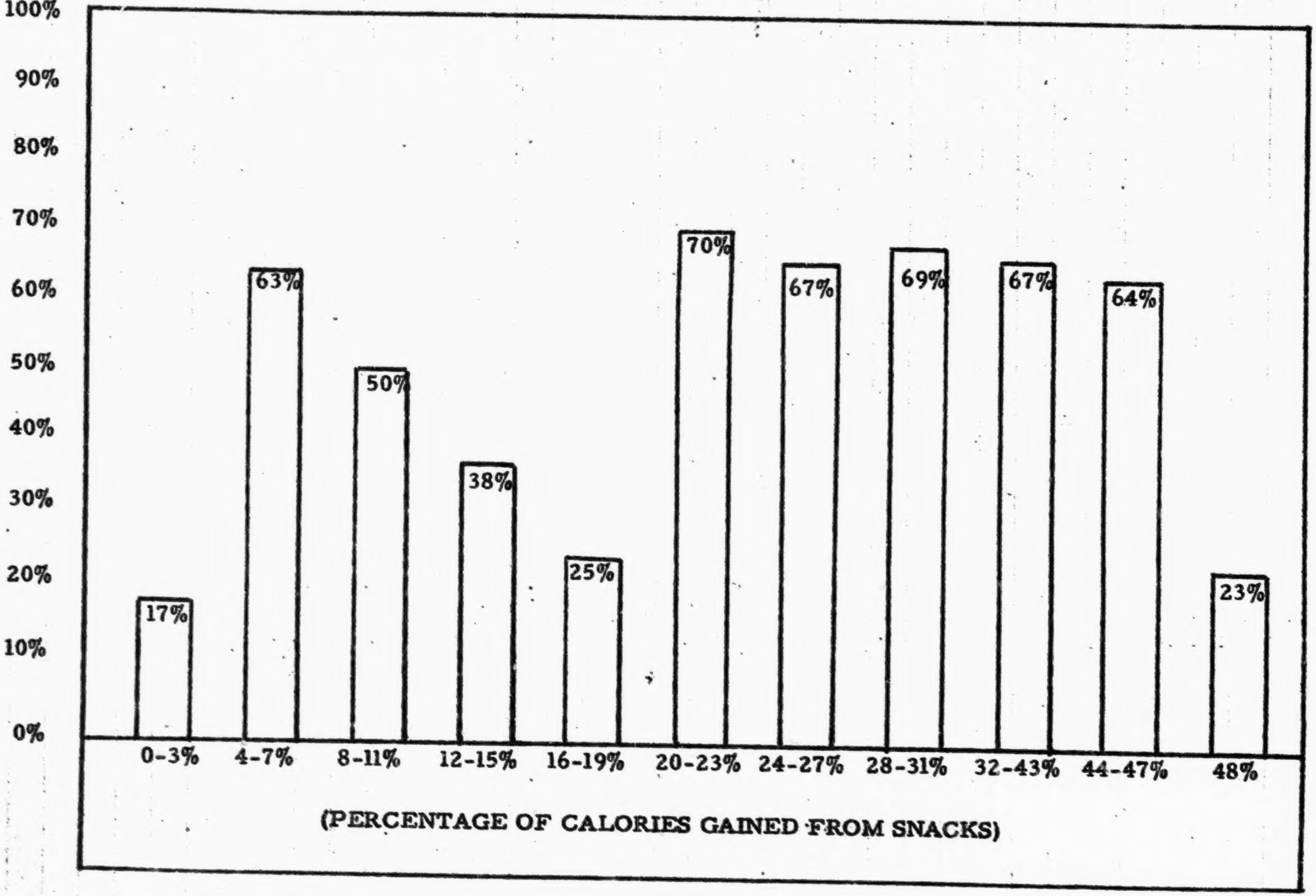
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR IRON



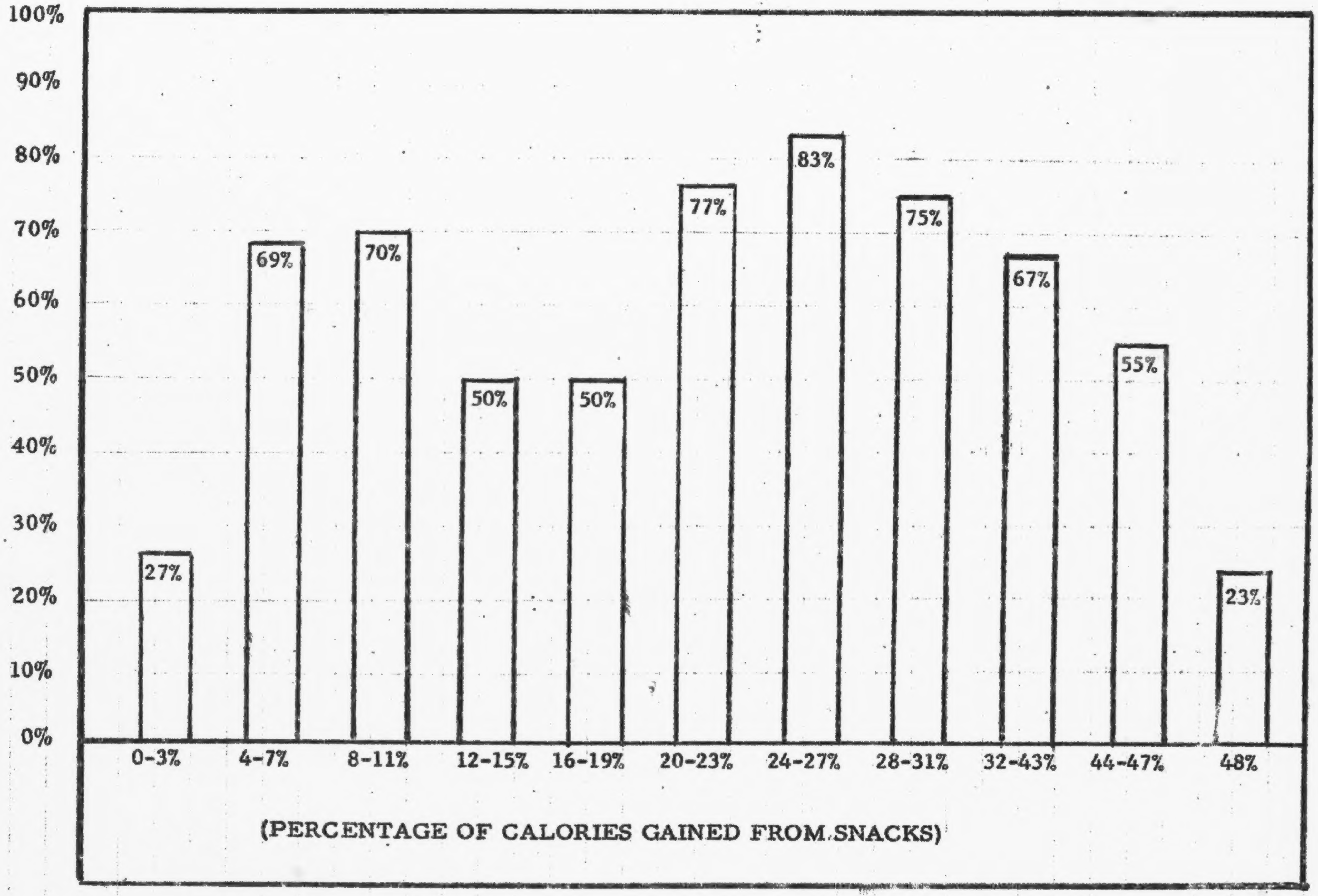
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR CALCIUM



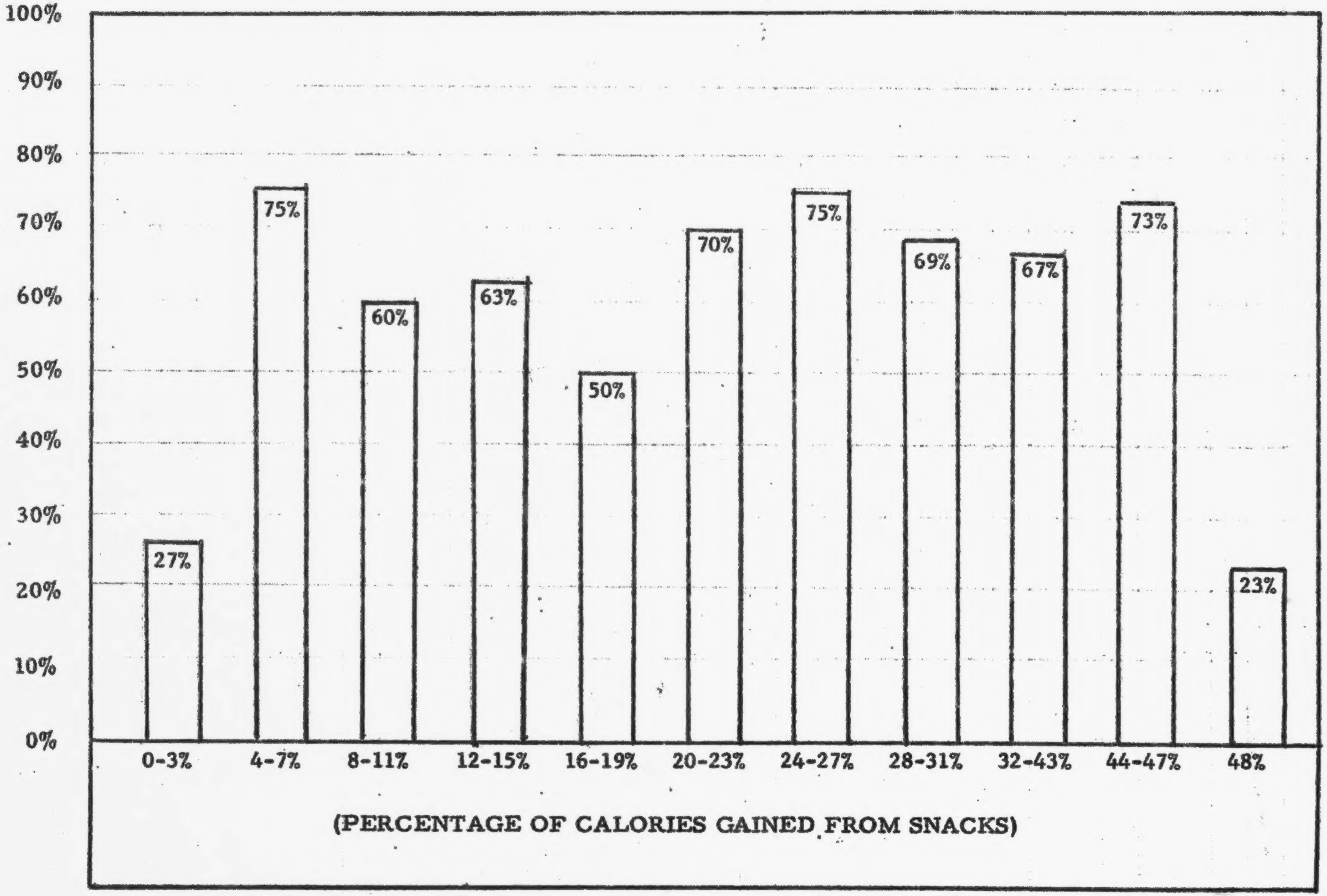
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR PROTEIN



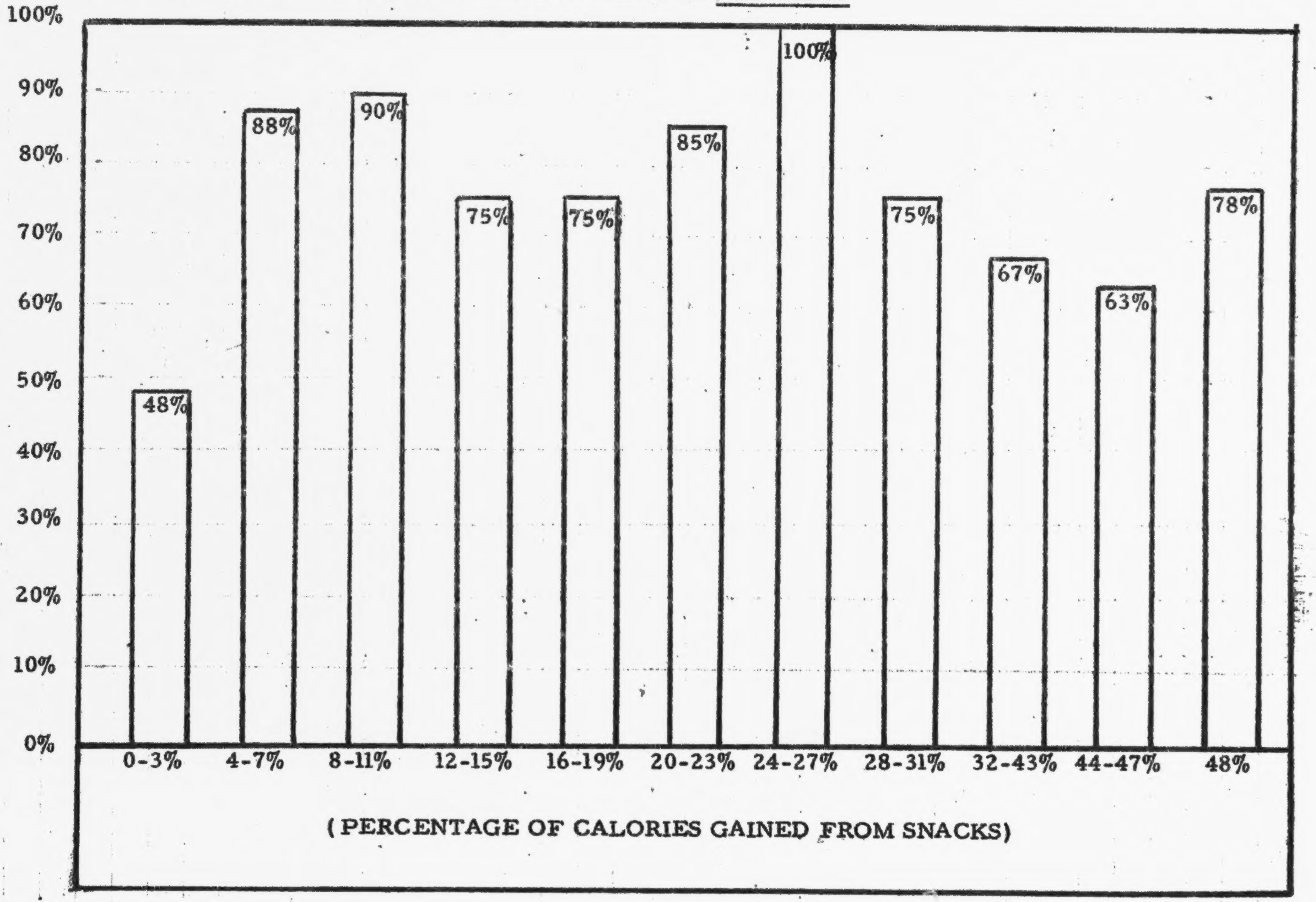
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR RIBOFLAVIN



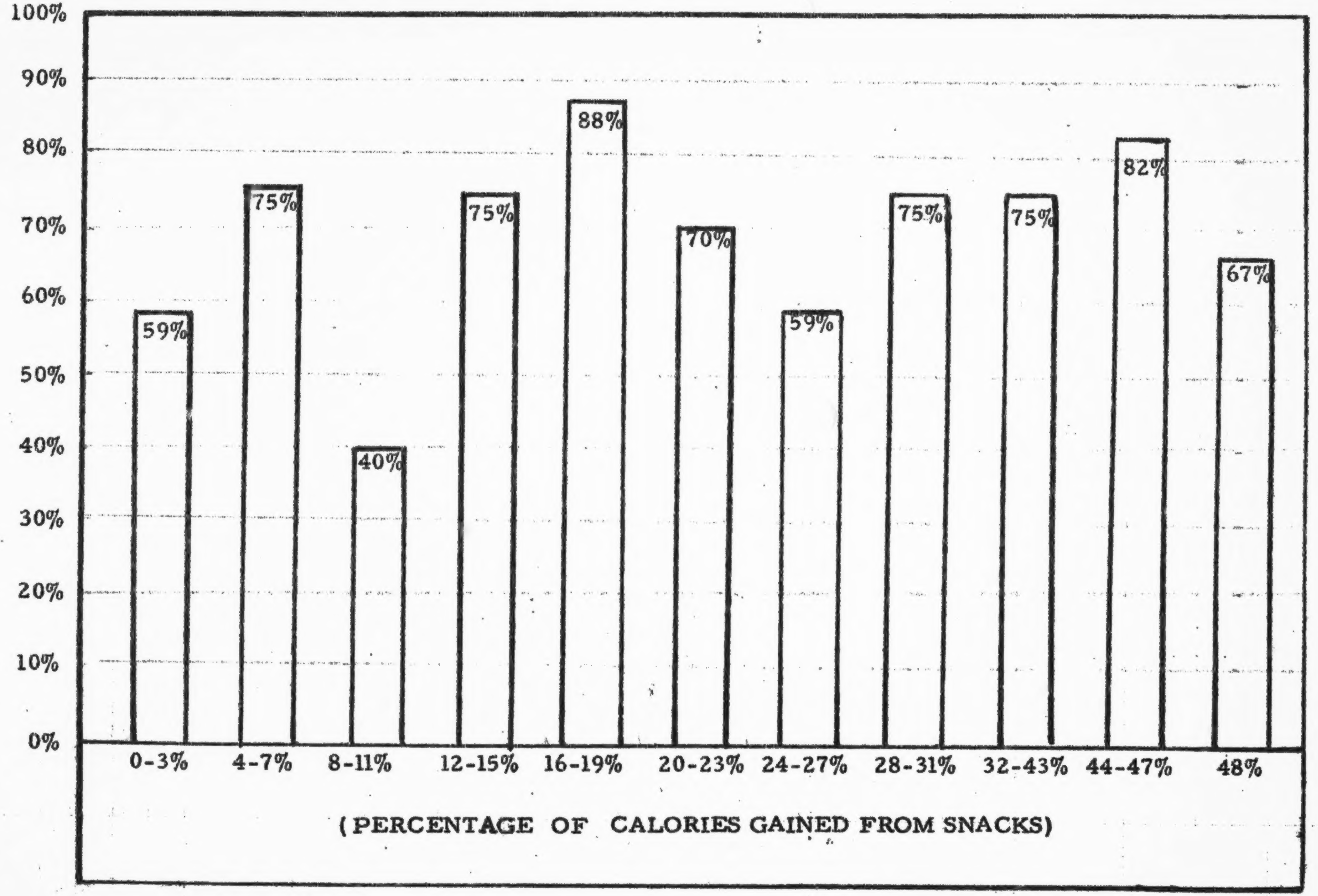
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS 237

PERCENTAGE OF STUDENTS MEETING RDA FOR THIAMINE



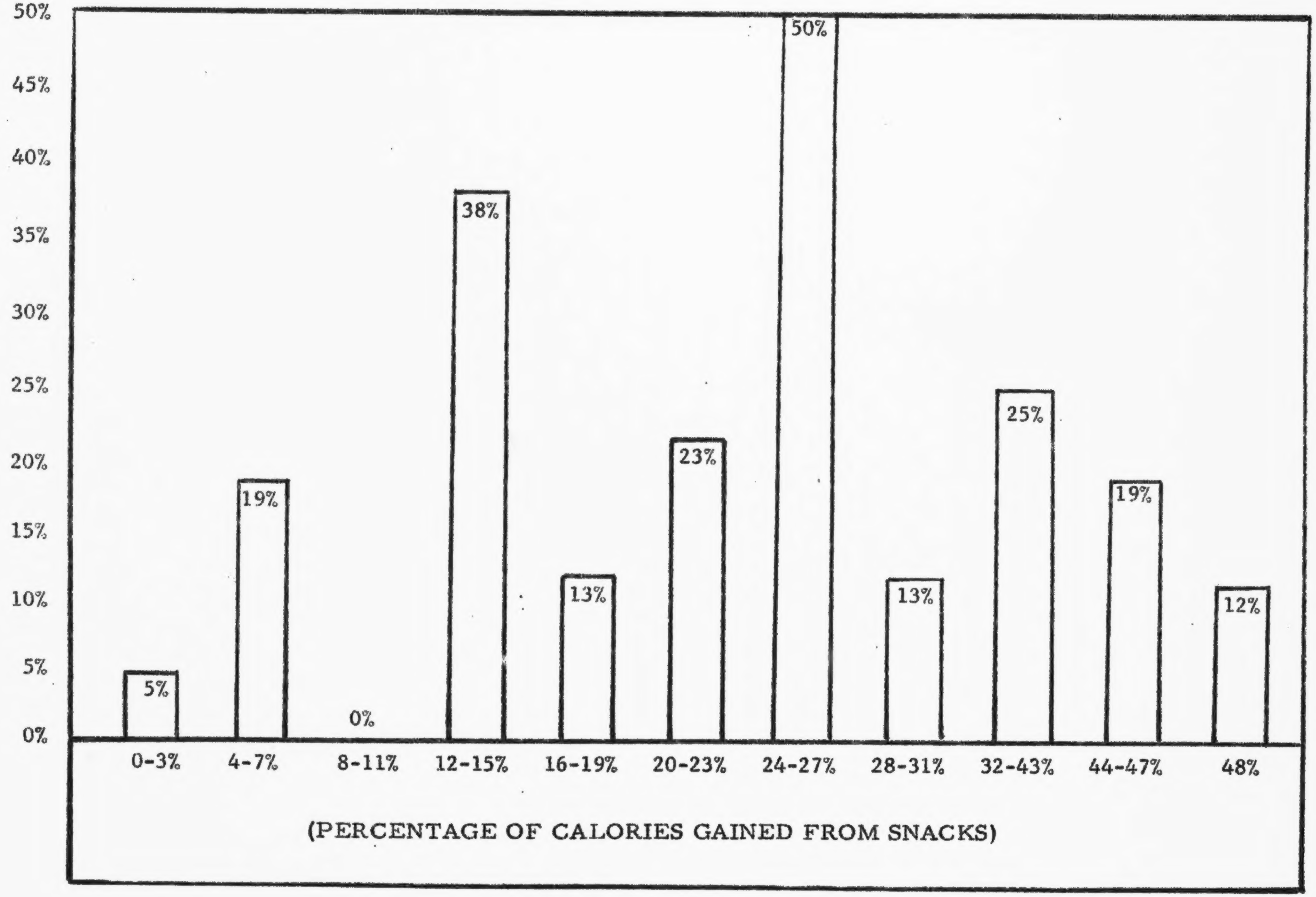
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS 237

PERCENTAGE OF STUDENTS MEETING RDA FOR VITAMIN A

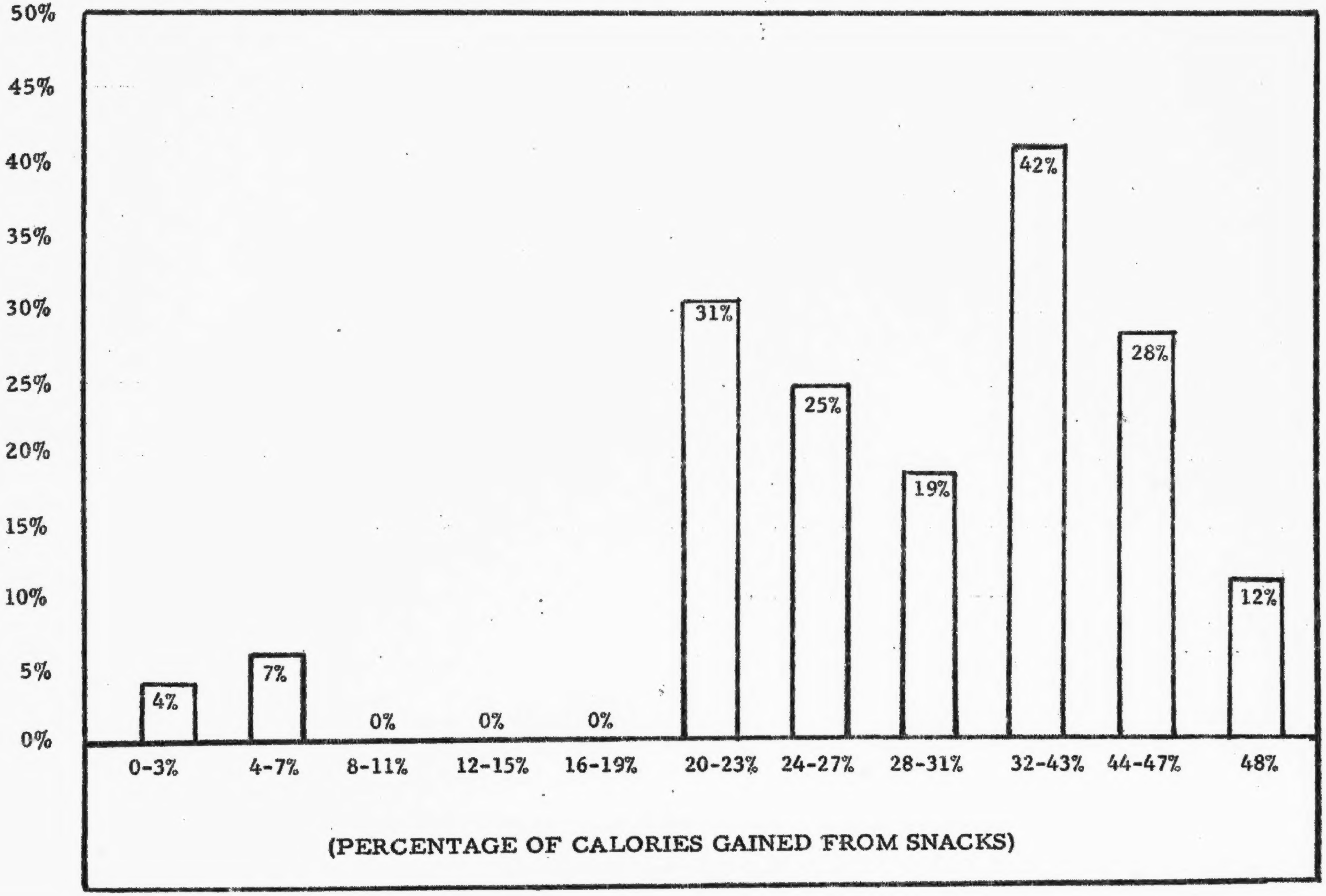


LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR NIACIN



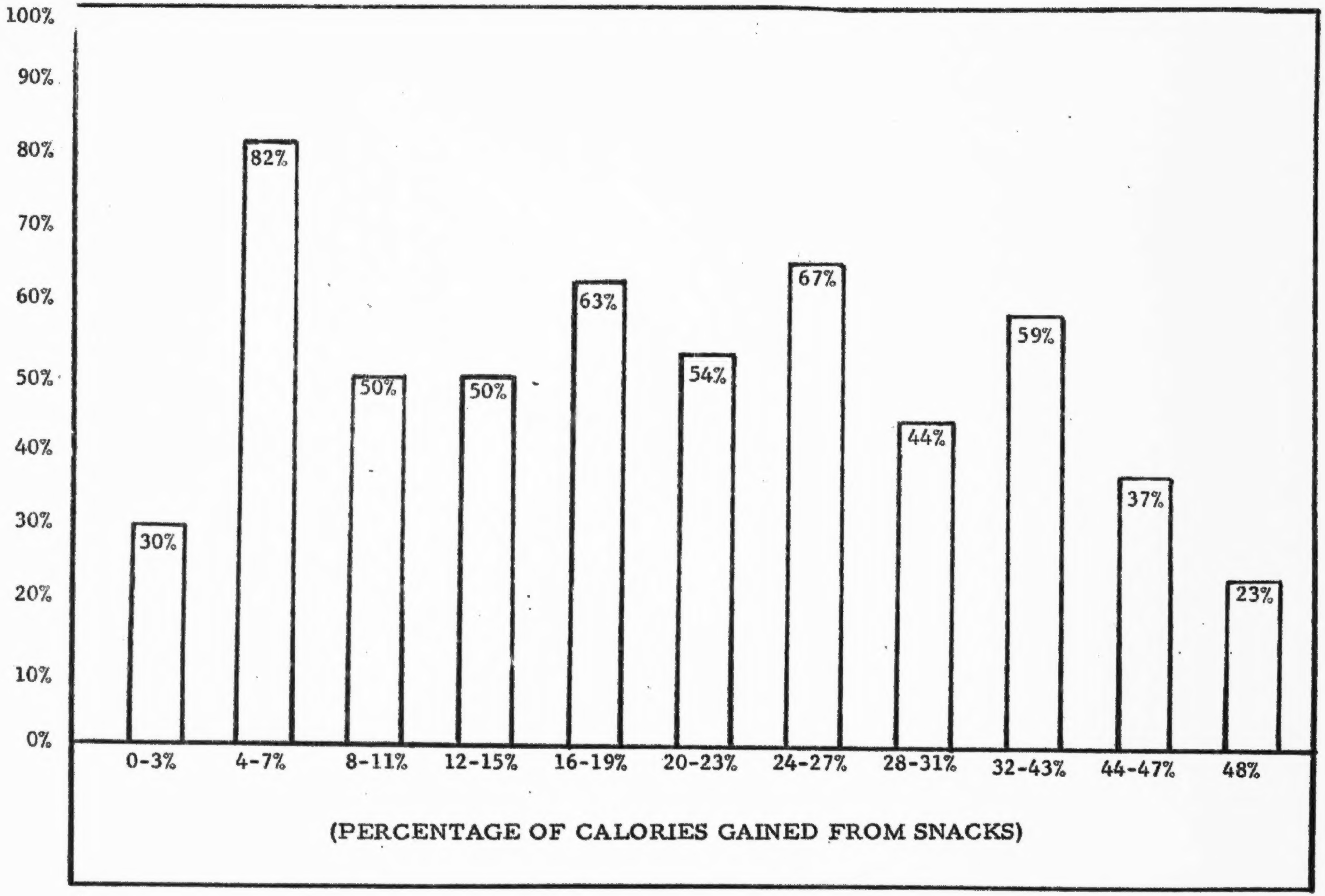
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237



PERCENTAGE OF STUDENTS MEETING RDA FOR FOOD ENERGY

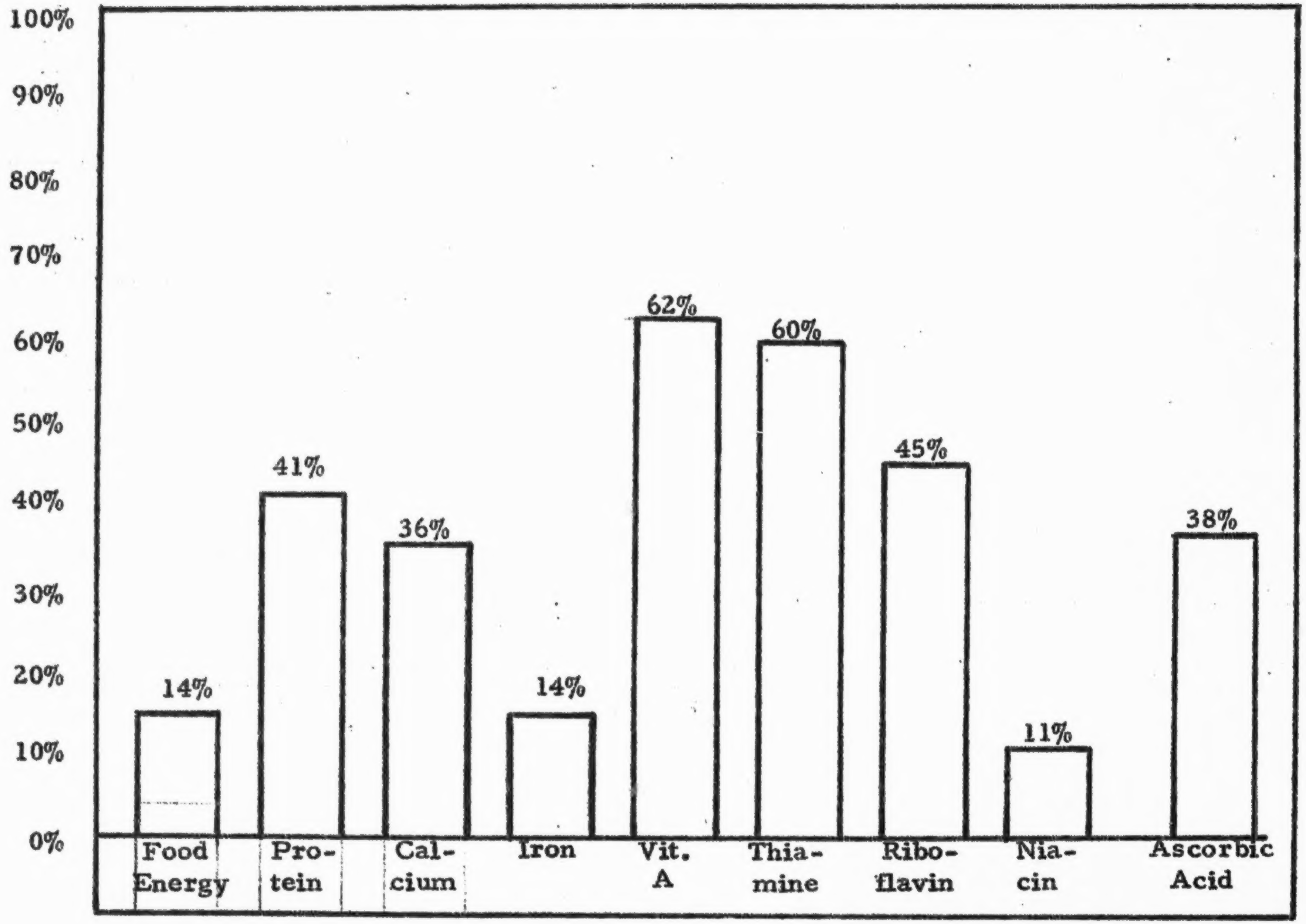
LEVEL: STATE SEX: M & F AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 237

PERCENTAGE OF STUDENTS MEETING RDA FOR ASCORBIC ACID



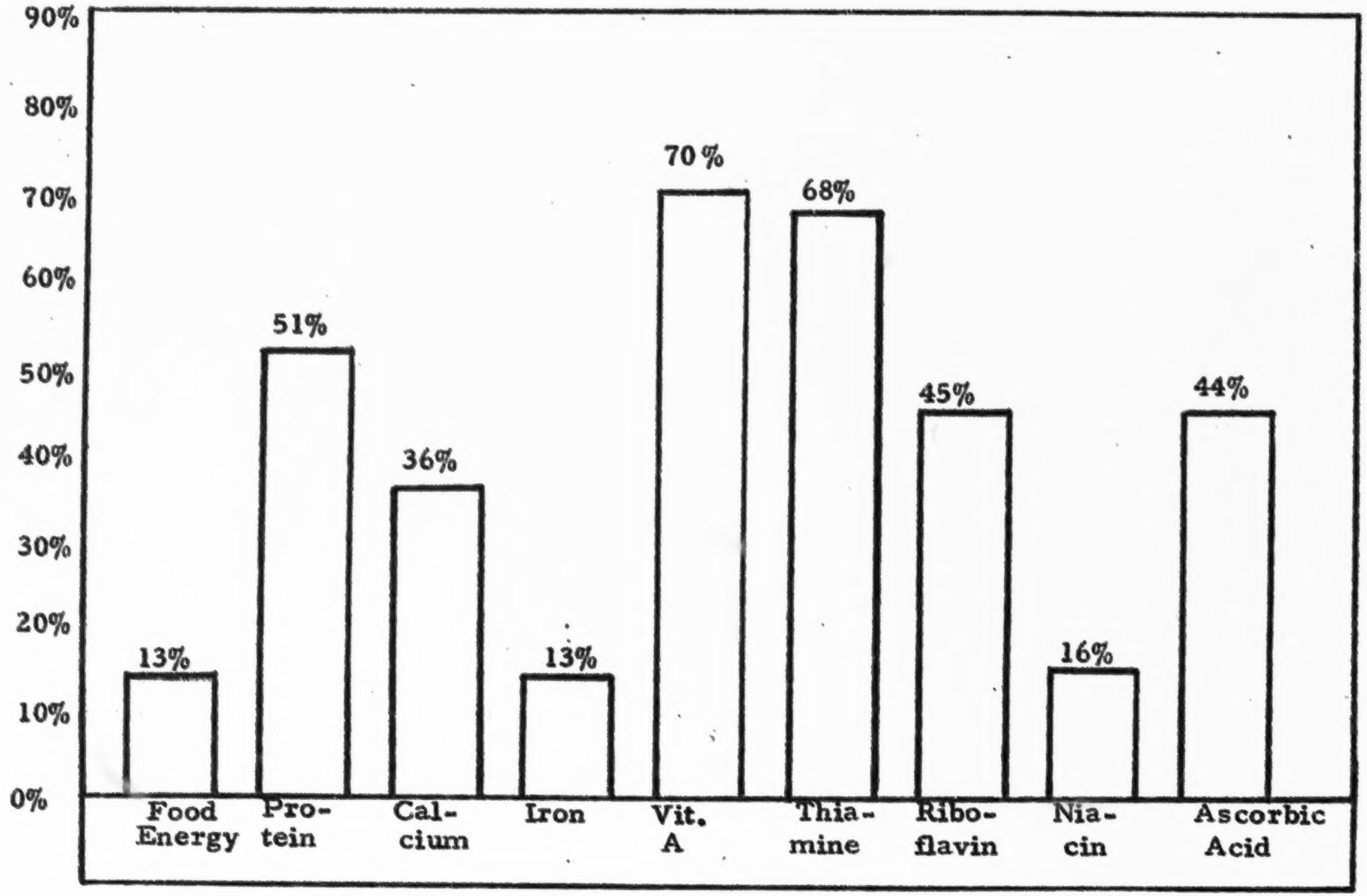
LEVEL: STATE SEX: MALE AGE OF STUDENTS 8 TOTAL NO. OF STUDENTS 125

PERCENTAGE OF STUDENTS MEETING RDA



LEVEL: STATE SEX: FEMALE AGE OF STUDENTS: 8 TOTAL NO. OF STUDENTS: 140

PERCENTAGE OF STUDENTS MEETING RDA



Richmond County
Project Number: 121-121-67-3R
Activity: Food Services - Lunch

ATTACHMENT 12, PART III

There were more unique experiences which developed from the onset of this activity than space could afford to elaborate, but a few will be discussed. One student who had over the years been a chronic absentee had almost perfect attendance after this activity was initiated. This student's teacher felt that the primary reason for this change was due to the lunch program.

There was a ten year old boy who was very retarded and had a sullen and belligerent attitude about school but when he was placed on the Title I program became a different individual. He began talking to his teacher and seemed to have a feeling of "belonging." He volunteered to help in the lunchroom and his school attendance increased.

These are two of many instances in which individuals were noticed to have changed after this activity was initiated. In all schools there was a noticeable change in appearance, interest, attendance and progress of the students involved.

Richmond County
Project Number: 121-121-67-3R
Activity: Food Services - Lunch

ATTACHMENT 13, PART III

The main instrument used in this activity for evaluation was a narrative written by each school stating what successes, had been noted in their particular situation. The following is a summary of their conclusions:

1. Children became interested in their school work after having a balanced meal everyday.
2. An increase in school attendance was evident under this program.
3. An improvement in appearance of the students involved was observed.
4. The children developed a feeling of belonging and there was improvement in teacher-student relationships.
5. Students participating in this activity gained weight and had more energy to participate in their school activities.
6. Parental attitudes as well as student attitudes toward school showed significant improvement.
7. The equipment received under this activity aided in increasing the efficiency of the lunch program by decreasing the time needed to prepare lunches or the number needed to prepare lunches.
8. A greater variety of foods were purchased and better menus were planned and served.
9. The equipment received made it possible for more students to eat hot lunches.
10. That the general conduct and morale of the students under Title I improved thereby improving the general atmosphere of the whole school involved.

Richmond County
Project Number; 121-121-67-3R
Activity: Food Service - Lunch

ATTACHMENT 10 - PART III

In all schools involved in Title I there was a positive change in student attitudes, interest shown and attendance. There was an increase from lightly to considerably in average attendance of those involved in this activity. Teachers were quick to express a feeling of gratitude in having had the privilege to work with this activity. They were quick to give examples of students whose grades had improved or how much happier the students acted. General conduct of students in Title I improved. Their appearance improved as well as their work habits. They became more alert and interested in their school work. Their span of attention increased as they were provided with a well balanced meal. Most of these students actually received only one good meal a day and it was at school in this program; one principal said,"Since the initiation of Title I lunch program, there has been a great improvement in the attendance, academic work, appearance and the general attitude of the students who participated in the program. Many students who seemed listless and uninterested in class work began to become interested and attempted to do class assignments." Positive changes in parental attitudes toward the schools was significant. Parents sent their children to school more regularly and worked cooperatively with the schools' programs.

Although the greatest amount of increase in school lunches was with Title I there was a noticeable increase in other students participating as a result of Title I. As has been stated there was an increase in attendance and this resulted in better self-discipline of the students. It would be hard to say that an increase in academic ability could be traced directly to the lunch program, however, with better attendance the opportunity to learn was enhanced.

MITCHELL COUNTY
101-101-67-1R

EVALUATION -FOOD SERVICES

Number Twelve - Attachment Twelve - Part Three

Anecdotal observations suggest that two particular things stand out in the food services program. One, the students are exposed to new foods which in their normal eating habits have not encountered previously. Second, these new foods actually carry over into the family environment and the student's parents are also introduced to new foods. The second major contribution of the food services involves the balanced diets to which the students are exposed.

David L. Rainer, Superintendent
Lillie S. Harris, Principal
TELEPHONE 912-882-4616

MATILDA HARRIS ELEMENTARY SCHOOL
911 Ready Street
St. Marys, Georgia 31588

(212) Food Service - Lunch
Attachment 12, Part III Project No. 020-020-67-1

Children enjoy eating in the lunchroom. One day last winter a third grade child, who is served a free lunch and extra milk and raisins or orange juice, had to stay home because he had the measles. He told his sister to tell his teacher to send him his lunch.

Children have come to school when they should be home in bed because of fever and colds. One parent was asked why she let her little son come to school when she knew that he was too ill to be in school. She remarked, "I couldn't keep him home. He said they were going to have fried chicken for dinner."

TAYLOR COUNTY
ACTIVITY 212
ATTACHMENT 6 - PART III

A thorough investigation of 150 pupils' dietary eating habits were needed to determine the kind and amount of food eaten outside Title I Food. Also to determine whether faulty food or correct meal patterns were followed at home. This investigation was also needed to further determine the physical defects needed to be corrected.

The Georgia Food Survey and Record Forms were used to collect the above information. This group analysis revealed that 90% of the group had meals consisting of the following: corn bread, syrum, dried beans, potatoes, rice fatback and greens. These foods were eaten at no particular meal hour and were highly constituents of carbohydrates.

An examination of the days' dietary reveals that when the total foods eaten compared with the recommended daily allowances for each child, the diet was far below standard.

As a result of the study, the following facts were also revealed:

1. Almost half of the students were undernourished.
2. Poor eating habits
3. Low income of parents
4. Stereotype foods
5. Parents left home too early to prepare a meal
6. Broken homes were obvious
7. Poor table manners
8. Days when there was no food.

Each child's height and weight was recorded and compared with a height, weight, and age table for boys and girls.

From the data presented, it should be apparent that these children needed diets suitable for building up their bodies, which has suffered for some time from an insufficient food supply. The School Lunch Program provides daily nutritious meals which will aid in alleviating some of the deficient needs of these children. Orange juice was served daily as a supplementary food. Each child was served approximately $1\frac{1}{2}$ oz. of meat, $\frac{1}{4}$ cup of vegetables, $\frac{1}{4}$ cup of dessert, $\frac{1}{2}$ pint of milk and the average serving of bread.

The plate waste Survey Form for Title I meals were used to determine how well the pupils were eating Type A lunches. Most of the plate waste were believed to be due to the pupils not having been accustomed to eating such type A foods.

The techniques used in this Descriptive Survey showed substantial progress made by the pupils affected by the project.

The evidence from this evaluation will further lead us to believe that definite changes in attitude, behavior and scholastic traits will continue to improve through the continuous serving of daily nutritious meals.

BOARD OF PUBLIC EDUCATION
HENRY A. HUNT ELEMENTARY SCHOOL
990 Shurling Drive
Macon, Georgia 31201

TITLE I - NUTRITIONAL PROGRAM

The nutritional program, as funded by Title I of Public Law 89-10, has had a direct and significant impact upon the improvement of the total school experiences of the pupils enrolled in the Henry A. Hunt Elementary School, Bibb County, Macon, Georgia, during the 1966-67 school term. The school life of the 81 pupils budgeted for lunches under the program has been more enjoyable, meaningful and effective. School wide, all pupils have been tremendously helped from the services received from the professionally trained nutritionist, as provided for in the program, who worked very cooperatively with the Manager of the Food Services Program in planning menus and general food preparation.

Some noticable improvements are listed below:

1. Increased interest of pupils in their overall academic achievement.
2. Improved attendance in school and a feeling of acceptance and security among participating pupils.
3. Increased academic achievement in all subject areas.
4. Improved interaction between teacher and pupil as far as attitudes are concerned.
5. The pupils' lives affected as following:
    a. Their bodies...they have grown stronger and are better able to work.
    b. Their minds...they have learned much through the process of eating. They have also learned about:

New food-how they look-taste-smell
The different ways foods are served
Meal time as a pleasant time
Getting along with people as he eats with them.

ATTACHMENT 12 - PART III

In working with families of low-economic background I find that values of certain experiences are poor in some instances.

I had the experience of carrying out a unit "FOOD IN OUR LIVES" with an adult group. This unit involved self-evaluation and/or family-evaluation of foods served or eaten in the homes. From this survey, it was learned that: foods of high nutrient value were rarely eaten or completely omitted from the daily meals. Foods were not selected from the basic food group, thus causing unbalanced diets; foods "not liked" were not included in menus; and the various kinds of foods were eaten any time of day.

As a result of this unit, a breakfast was prepared as a classroom learning situation so members could learn the important steps in "Meal Planning and Preparation." The breakfast consisted of foods not usually eaten at home.

STEPS INVOLVED WERE:

1. Learning the "Basic four Food Groups."
2. Preparing a breakfast menu from this grouping.
3. Making Charts illustrating the "Breakfast."
4. Assembling recipes.
5. Preparing buying lists.
6. Preparing Calorie Count of individual serving of food.
7. Cost per serving.
8. Preparing material list of things needed to set up a breakfast room.
9. Designating members for work areas (table setting, cooking, etc.) A follow-up included a written report by members on "My learning experience in Breakfast Planning and Preparation.

Montgomery County Board of Education

Project Number 131

Part III Attachment 10

Title I was effective in enhancing educational opportunities thru the lunchroom program in that pupils who were oronic absentees due to a lack of funds on food were able to attend school regularly and as a result were able to keep up with their classwork.

Title I program made it possible for large families with small incomes to enjoy at least one well balanced diet daily with a small fee. Moreover, some students eating under this program had the unusual opportunities of developing eating habits that were not encouraged at home; i.e. using proper silver for food, sitting in a family setting, and proper chewing foods, etc.

GEORGIA
STATE DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

OFFICE OF SCHOOL ADMINISTRATIVE SERVICES
ALLEN C. SMITH
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS

June 1, 1966

Superintendents' Memo No. 15

To: Superintendents
City and County School Lunch Supervisors

From: Miss Josephine Martin, State Supervisor
School Food Service Program

Re: Evaluation of Food Service Program for Title I Projects for 1966-1967. Revised instructions for Title I applications require built-in evaluations. Therefore, the purpose of this memo is to provide guidelines for planning these evaluations.

Attached is the evaluation form to be used in evaluating school food service programs receiving financial assistance from Title I funds.

There are various resource people that will be able to assist teachers and you in collecting the data for this evaluation. These include public health nurses, public health nutritionists, or home extension agents. Perhaps your local medical group would be interested in cooperating with you in securing some of the data for this evaluation.

Food habit survey forms, which are to be used in evaluation, are attached. Each system may reproduce them as needed. This survey will need to be conducted at the beginning and end of the project.

Sample growth record forms are attached. Additional forms may be ordered from the National Education Association for 10 cents each. These forms may be used for the same pupil year after year. Heights and weights will need to be secured at the beginning and end of the project.

Plate waste survey forms are not included. These will be sent in July.

If hemoglobin analysis can be made, it should be done at the beginning and end of the project.

In summary, all information under Achievement of Title I Projects must be secured at the beginning as well as at the end of the project to measure change. The only exceptions to the above statements are numbers 9, List of Equipment, and 12, Workshops and Training Programs, which need be done only at the end of the project.

Submit evaluation data thirty (30) days after starting the project and again thirty (30) days after completion of the project to the state office. Please include name and position of the individual preparing the evaluation.

Mrs. Mamie Marshall, School Food Service Program Coordinator, on the State Staff is available to assist you in your planning of Title I Food Service Projects. Please know that all members of the State Staff are ready to assist you upon request.

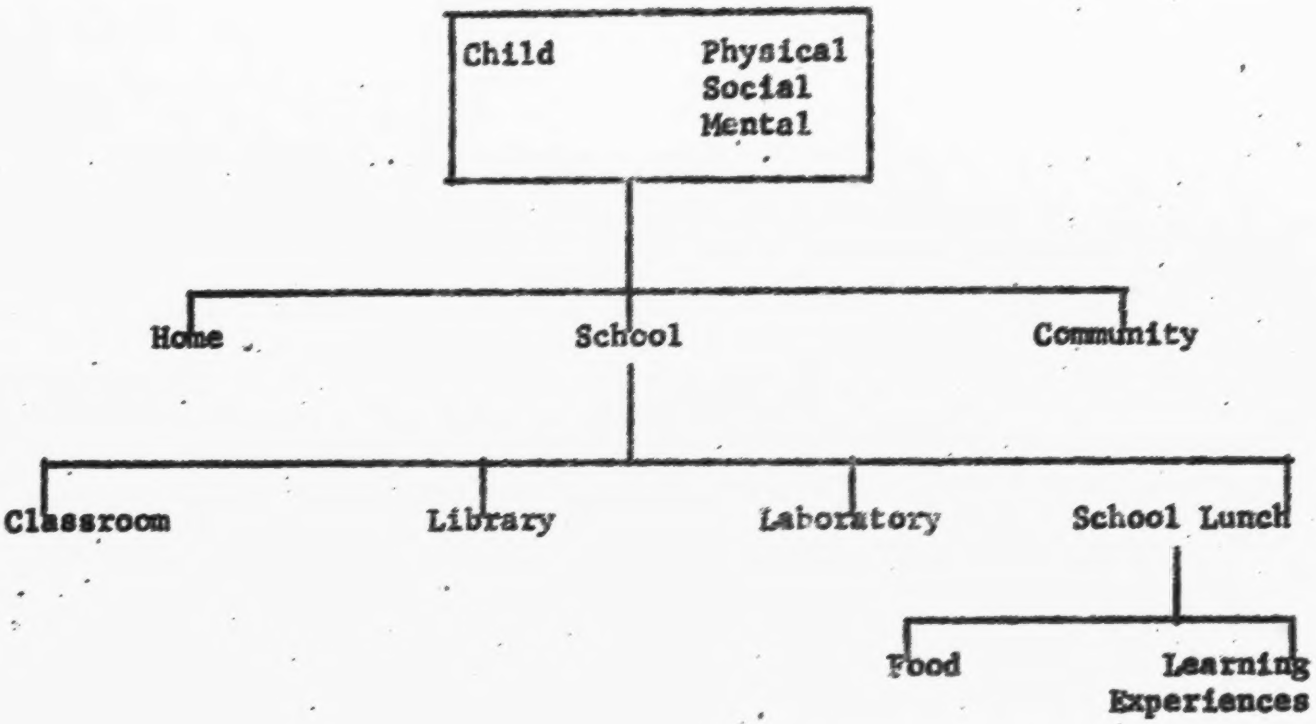
JM:cs

Evaluation of Food Service Programs for Title I Projects

This evaluation form is to be used for evaluating School Food Service Programs receiving Title I funds. To evaluate change, it is necessary that this evaluation be done at the beginning and end of the project. It is required that these forms be submitted thirty (30) days after the close of the project. Answer the questions on separate paper and attach summaries of all forms used.

Following is a diagrammatic sketch to show the role the School Food Service Program plays in the development of the child - physical, social, and mental development. Through this evaluation, it is hoped the total development of the child can be evaluated.

School Lunch A Part of School Program


Child
Physical
Social
Mental
Home
School
Community
Classroom
Library
Laboratory
School Lunch
Food
Learning Experiences

Developed by Dr. E . Neige Todhunter, Dean
School of Home Economics
University of Alabama

Project Participation Under Title I

1. Average daily number of students served lunch ______________.
2. Average daily number of students served supplemental foods __________.
3. Average daily number of students served breakfast ___________.
4. Time supplemental given _____________.
5. List supplemental foods given ____________________________.
6. Number of Additional Personnel _______________.
7. Describe Breakfast Pattern:

Achievement of Title I Project

Describe:

1. Attitude
2. Discipline
3. Reaction of teachers to project
4. Nutrition appraisal of School Children - using the following table.

Good Signs <------------------------ or ------------------------> Poor Signs

Active	General	Listless
Sturdy, vigorous Stands Straight Alert and Interested	Appearance and Manner	Too thin, or too fat Drooping posture Preoccupied and introspective
Confident, poised		Overly assertive or unduly timid
Healthy Glow	Skin	Pale
Clear, bright	Eyes	Dull, circles beneath
Smooth, shiny	Hair	Rough, dull
Enjoys meals, likes wholesome foods	Appetite	Picks at his meals dislikes many foods

Express in percentage, for example: -

Good Signs <--------------------- or -------------------> Poor Signs

Good Signs	Poor Signs
Sturdy, vigorous - 90%	Too thin, or too fat - 10%
Stands straight - 85%	Drooping posture - 15%
Alert, interested - 60%	Preoccupied and introspective - 40%

5. Height and Weight Analysis recorded on a Physical Growth Record form - (A sample form is attached. For additional forms write: National Education Association, Washington, D. C.). Summarize percentage of students in the different height and weight zones at the beginning and end of the school term.

6. Hemoglobin levels - express as percentage of students whose hemoglobin levels decreased, increased or remained the same throughout the year. (Contact the local health department or local Pediatric Society to perform this service.)

7. Food Habit Survey - Survey food habits using one of the attached forms at the beginning and again at the end of the school year. Submit tabulations and summaries. Sample forms are attached. Use the form entitled, "Food Record," for elementary school children and the form entitled, "Georgia School Food Survey," for Intermediate Grades and up. (See the forms attached and duplicate the number of forms needed in each system.)

8. Plate Waste Survey - Have students stationed at the dish return area to observe plate waste. Record the contents of the plate at the beginning and end of the meal. This will make it possible to estimate the wastage of foods - untasted or partially eaten. Record the amount of food served (example: 1/2 C. Corn) and the amount returned (example: 1/4 C. Corn). Do this at various intervals throughout the school year to determine any changes in eating habits.

9. Equipment - include list of equipment purchased.

10. List changes in social graces noted.

11. List changes in sanitation conditions.

12. Describe workshops or training programs financed under Title I.

FOOD RECORD

Name			Date		(This Section For School Survey Use Only) School
Age	Sex M ☐, F ☐	Height		Weight	Grade

Time at Which Food and Drink Was Consumed	Foods and Drinks Consumed (Everything that was Swallowed)	
	Name and Description	Amount
BREAKFAST		
BETWEEN BREAKFAST AND NOON		
NOON MEAL		
BETWEEN NOON AND EVENING MEAL		
VENING MEAL		
FTER EVENING MEAL		

HC 5.1 - Georgia Department of Public Health

STATE TOTALS FOR APPROXIMATELY 3,000 GEORGIA STUDENTS (4th - 12th GRADE)

December,1967

GEORGIA SCHOOL
FOOD SURVEY

Name____________ School______________ Grade________

Date of Birth ______ ______ ______
Day Month Year

Height________ Weight________

The food we eat is important to good health. We would like to know about the food habits of school children in Georgia.

Please mark an X in the space beside the answer to each question.

1. I eat breakfast
   1748 always
   1067 sometimes
   73 never

2. I do not eat breakfast because
   464 I do not get up in time
   159 I do not like breakfast
   303 It isn't fixed for me
   453 I do not feel like eating

3. I eat lunch
   1775 always
   966 sometimes
   87 never

4. I eat lunch in the school lunch room
   1733 always
   962 frequently
   128 never

5. If you do not eat in the school lunch room please mark any of the following:
   327 I bring my lunch
   146 I go home
   192 I eat at the snack counter
   103 I do not like the way the food is cooked
   253 I skip lunch
   129 I do not like the kinds of foods served

6. I eat supper
   2368 always
   480 sometimes
   19 never

7. I usually eat supper
   938 When I get home from school
   1791 after 6 o'clock
   106 often skip supper

8. I get hungry between meals
   1079 usually
   1401 once in a while
   327 never

9. I eat a green vegetable
   860 everyday
   1642 sometimes
   330 not very often

10. Please mark the green vegetable that you like
    ____broccoli ____green peppers
    ____collards ____green beans
    ____turnip greens ____okra
    ____green peas ____green peas

11. I drink milk for
    1246 breakfast
    1950 lunch
    511 supper
    657 between meals

12. I eat a yellow vegetable

300 everyday 151 never
2378 somedays

13. Please mark the yellow vegetable that you like

___squash ___sweet potatoes
___carrots cooked
___carrots raw

14. I eat some fruit

890 Daily 42 Never
1902 Once in a while

15. Please mark the fruit that you like

___an apple ___a ripe peach
___apples cooked ___peaches canned
___applesauce ___peaches dried
___apples dried ___raisins
___strawberries ___apricots
___bananas ___canned pears
___fresh pears ___pineapple
___prunes ___blackberries

16. When I eat between meals I usually eat

1122 milk 980 fruit juice
952 ice cream 1212 fruit
663 cold biscuits 877 pie
1196 sandwich 1363 potato chips
804 syrup or jelly 647 cornbread
486 raw vegetables 1314 candy
789 cheese crackers 1164 soft drink
1134 cake or cookies
1025 peanut butter crackers
1077 peanut butter on sandwich

17. I ride the bus to school

1302 Yes 1504 No

18. Circle one number. I live about
½, 1, 2, 3, 4, 5, 10, 15, 20 miles from school.

19. I eat eggs

964 Daily 261 Never
1494 Every Other Day

20. Please mark the kinds of beans that you like

1822 blackeyed peas 708 red beans
846 white navy beans
2362 pork and beans

21. I have an appetite for my meals

1752 Yes 113 No
958 Sometimes

22. I eat meat

1913 Daily 186 Once a week
661 Every other day

23. I eat or drink the juice of an orange, grapefruit, or tomato

509 Daily 1639 Sometimes
631 Often

24. Please mark the Vitamin C foods that you like

___tomatoes canned ___an orange
___tomatoes raw ___orange juice
___tomato juice ___grapefruit
___mixed fruit juice ___cabbage

25. Please mark the following foods that you like

___cauliflower ___corn-on-cob
___Irish potatoes ___canned corn
___onions cooked ___turnips
___onions raw ___beets
___sauerkraut

26. The time given for lunch

2240 is long enough to enjoy eating
405 is used standing in long lines
283 is such a short period that eating is not pleasant

27. I leave home to go to school

56 Before 6:30 123 6:30 - 7:00
533 7:00 - 7:30 1162 7:30 - 8:00
892 After 8:00 11 Before Noon

28. I usually arrive home from school

119 Before 2:00 342 2:00 - 3:00
1393 3:00 - 4:00 792 4:00 - 5:00
91 5:00 - 6:00 15 After 6:00

PLATE WASTE SURVEY FORM FOR TITLE I MEALS
(A Suggested Evaluative Instrument for Determining How Well Pupils are Eating Type A Lunches)

This is a class survey rather than an individual student survey. This survey is to be performed on at least 1/3 of Title I students in a class, if it is not possible to include all Title I students in the survey.

To determine the amount of food consumed:

1. Measure or weigh the amount served to the class. Record this amount in Column B.
2. Measure or weigh the amount of food uneaten. Record this amount in Column C.
3. Subtract the amount of Column C from Column B. This difference will be the amount consumed by the students.

Items should be recorded in either weights (ounces or pounds) or measures (cups, pints, or quarts). Be consistent in the weight or measure unit used for the individual food items. For instance, if weights are used for meats in Column B, weights should also be used in Column C and D.

To determine amount served:

a. Make arrangements for measurement and recording to be done by a specific group or person.

To determine amounts eaten:

a. Station individuals collecting plate waste at dish return area. Separate foods into the respective containers for measuring or weighing the total uneaten by the class; for example, one container would be for meat, another for peas, tomatoes, tossed salad, etc.

Foods Served (a)	Total Amount Served (b)	Total Amount Returned (c) (See Page 2)	Total Amount Eaten (d)
Meat			
Vegetable			
Fruits			
Salads			
Bread			
Butter			
Dessert			
Other			

If plate waste exceeds 1/4 ounce per plate, methods of preparation and food habits should be studied.

Class ____________________

Number of pupils in class participating in Title I Lunch Program ________________.

Number of Students Surveyed ___________.

Station for Collecting Plate Waste

1. Table near dish return window

2. Arrange No. 10 cans on table

3. Label each can with felt marker; for example - meat, fruit, etc.

4. Collectors wear plastic gloves for scraping (this is faster) or could use spatulas (this is more time consuming).

5. As the child returns his plate, each food item is scraped into the container marked for that item.

6. Weigh each food item and record at the end of the serving period. Inedible food portions are not included as your plate waste for example - orange or banana peelings.

Supplies needed for collecting plate waste:

- Table
- Scales
- Plastic Gloves
- Scrapers
- No. 10 cans
- 2 garbage cans
  - (1) paper
  - (2) milk cartons
- Container for silver
- Cart or space for soiled plates

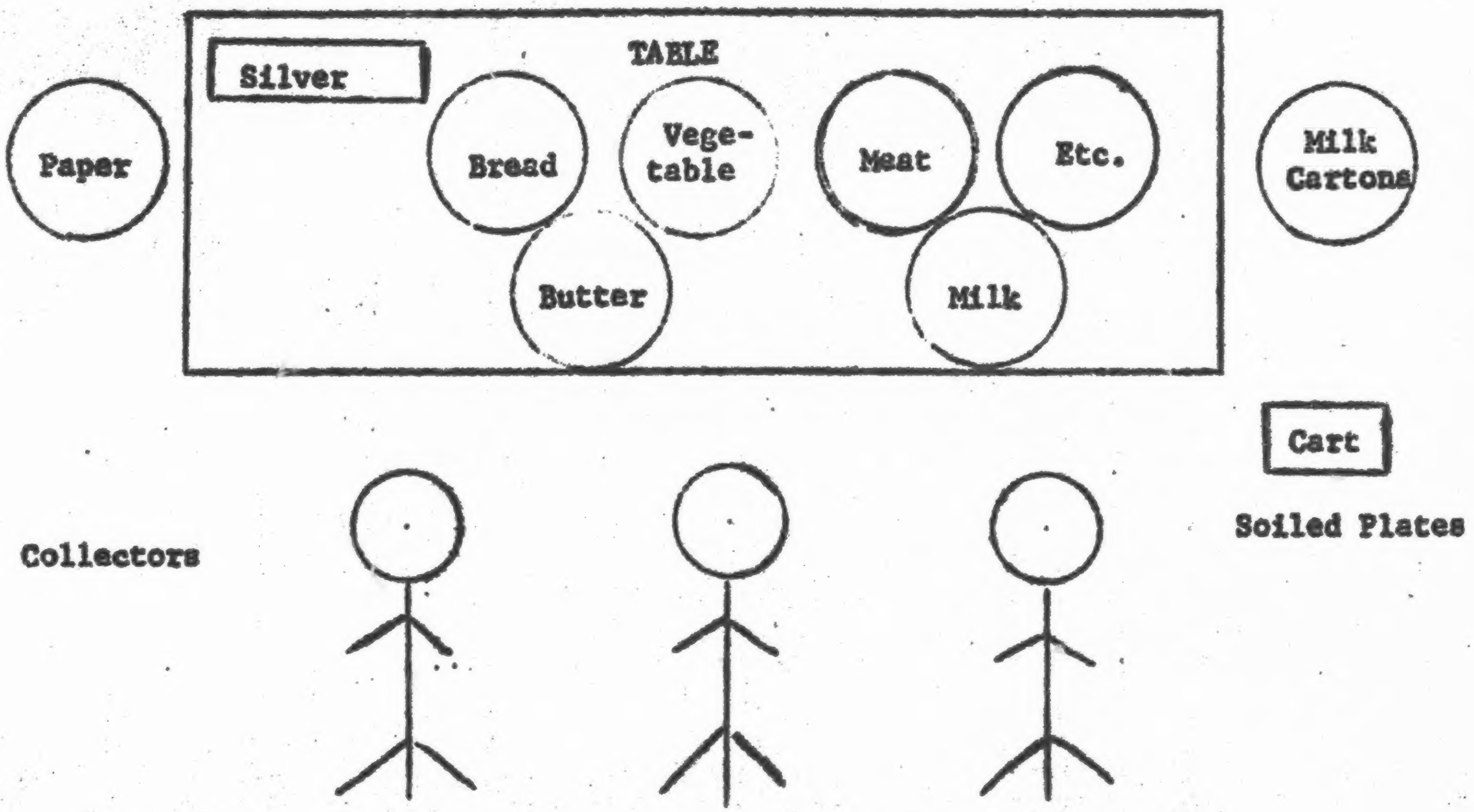


TABLE
Silver
Paper
Bread
Vege-table
Meat
Etc.
Milk Cartons
Butter
Milk
Cart
Soiled Plates
Collectors

ORGANIZATION OF PLATE WASTE STUDY

Note to Teachers:

Involvement of students in Plate Waste Study can provide learning experiences in measuring, weighing, costing food, etc. A Plate Waste Survey reported to the manager gives clues on food likes and dislikes as well as preparation practices.